Association of Colleges and Secondary Schools of the Southern States

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PROCEEDINGS

*of the*

THIRTY-SECOND ANNUAL MEETING

*of the*

# *Association of Colleges and Secondary Schools of the Southern States*

Jacksonville, Florida

December 1-2, 1927

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# CONTENTS

*The Standards of the Association will be found in Part VI*

## Part I—General

Origin and Purpose of the Association ..... 7
Officers of the Association, 1927-1928 ..... 7
Roll of Members:
Colleges and Universities ..... 8
Teacher Training Colleges ..... 11
Junior Colleges ..... 12
Individual Members ..... 12
Delegates and Visitors, Thirty-Second Annual Meeting ..... 13
Publications of the Association ..... 22
Officers and Places Since Organization ..... 24
Thirty-Third Annual Meeting ..... 31

## Part II—Minutes of the Thirty-Second Annual Meeting, 1927

General Minutes ..... 32
Report of the Secretary-Treasurer, 1926-1927 ..... 32
Report of the Executive Committee ..... 34
Report of the Committee on College Entrance Requirements ..... 37
Reports of the Commission on Secondary Schools ..... 41
Report of the Nominating Committee ..... 45
Report of the Committee on Resolutions ..... 46
Report of the Commission on Institutions of Higher Education ..... 46
Report of the Committee on Junior Colleges ..... 47
Report of the Auditing Committee ..... 48

## Part III—Report of the Commission On Institutions of Higher Education

Report of the Commission ..... 49
List of Four-Year Non-Member Colleges ..... 58

## Part IV—Report of the Commission On Secondary Schools

Report of the Commission ..... 60

## Part V—Papers and Addresses

President's Address, 1927, Dean Theodore H. Jack, Emory University, President of the Association, 1926-1927 ..... 246

CONTENTS

"Present Day Problems of the College," Prof. Leon Richardson, Dartmouth College ..... 250

A Study of Marking in Higher Institutions ..... 259

"The College and the Individual," D. A. Robertson, American Council on Education ..... 261

Greetings from the Carnegie Corporation, R. M. Lester, Assistant to the President ..... 268

Address of Fraternal Delegate from North Central Association, Secretary J. B. Edmonson ..... 269

"The Place of the Dean in the Administrative Organization of The College," Dean C. E. Friley, Texas A. & M. College ..... 272

"The Place of the Registrar in the Organization of the College," Registrar J. G. Stipe, Emory University ..... 281

"Financial Standards for Accrediting Colleges," Prof. F. W. Reeves, University of Kentucky ..... 284

PART VI—STANDARDS OF THE ASSOCIATION; CONSTITUTION AND BY-LAWS

Constitution and By-Laws ..... 301

Standards of the Association:

Colleges of Arts and Sciences ..... 303

Teacher Training Colleges ..... 305

Junior Colleges ..... 308

Secondary Schools ..... 309

Questionnaire on Athletics ..... 311

# PART I.

## *Association of Colleges and Secondary Schools of the Southern States*

### ORIGIN AND PURPOSE OF THE ASSOCIATION

The Association was organized in the autumn of 1895 at Atlanta, Georgia, at a meeting of delegates from a number of southern colleges and universities. Invitations to this meeting had been sent out by a committee appointed by the faculty of Vanderbilt University. The purpose of the meeting, as stated, was:

1. To organize southern schools and colleges for cooperation and mutual assistance.

2. To elevate the standard of scholarship and to effect uniformity of entrance requirements.

3. To develop preparatory schools and cut off this work from the colleges. On this basis an organization was effected and a constitution and by-laws were adopted. The following institutions were the charter members: Vanderbilt University, University of North Carolina, University of the South, University of Mississippi, Washington and Lee University, Trinity College. Chancellor J. H. Kirkland was the first Secretary and Treasurer and served in this capacity until 1908 when the late Professor Frederick W. Moore became Secretary and Treasurer, serving until his death in 1911. Since that time this office has been filled by the following: Bert E. Young, 1911-1915; Walter Hullihen, 1915-1917; Edward A. Bechtel, 1917-1921; Edwin D. Pusey, 1921-1923; Theodore H. Jack 1923-1926; Guy E. Snavely, 1926—.

The aims and standards of the Association are set forth in its Constitution and By-Laws, printed in Part VI of this volume.

## OFFICIAL ROSTER OF THE ASSOCIATION

### OFFICERS OF THE ASSOCIATION, 1927-1928

President: H. M. Ivy, Superintendent of Schools, Meridian, Mississippi.

First Vice-President: Joseph Roemer, Professor of Secondary Education, University of Florida, Gainesville, Florida.

Second Vice-President: Sue Powers, Superintendent, Shelby County Schools, Memphis, Tennessee.

Secretary-Treasurer: Guy E. Snavely, President, Birmingham-Southern College, Birmingham, Alabama.

### EXECUTIVE COMMITTEE

1927-1928

J. H. Kirkland, Chancellor, Vanderbilt University
S. J. McCallie, Headmaster, McCallie School
*A. A. Murphree, President, University of Florida
H. D. Campbell, Dean, Washington and Lee University
T. H. Jack, Emory University
President and Secretary, ex officio

---

*Deceased, Dec. 20, 1927.

## ROLL OF MEMBERS

(WITH THE DATE OF THEIR ELECTION TO MEMBERSHIP)

### COLLEGES AND UNIVERSITIES

Vanderbilt University, Nashville,, Tennessee, James Hampton Kirkland, LL.D., D.C.L., Chancellor (1895)
University of North Carolina, Chapel Hill, North Carolina, Harry Woodburn Chase, Ph.D., LL.D., President (1895)
University of the South, Sewanee, Tennessee, Benjamin F. Finney, LL.D., vice Chancellor (1895)
University of Mississippi, University, Mississippi, Alfred Hume, LL.D., Chancellor (1895)
Washington and Lee University, Lexington, Virginia, Henry Louis Smith, Ph.D., LL.D., President (1895)
Duke University, Durham, North Carolina, William Preston Few, Ph.D., LL.D., President (1895)
University of Tennessee, Knoxville, Tennessee, Harcourt A. Morgan, LL.D., President (1897)
University of Alabama, University, Alabama, George H. Denny, Ph.D., D.C.L., President (1897)
West Virginia University, Morgantown, West Virginia, Frank Butler Trotter, A.M., LL.D., President (1900)
University of Missouri, Columbia, Missouri, Stratton D. Brooks, LL.D., President (1901)
University of Texas, Austin, Texas, H. Y. Benedict, Ph.D., LL.D., President (1901)
Randolph-Macon Woman's College, Lynchburg, Virginia, Dice Robbins Anderson, Ph.D., LL.D., President (1902)
Tulane University, New Orleans, Louisiana, A. B. Dinwiddie, Ph.D., LL.D., President (1903)
Goucher College, Baltimore, Maryland, William Westley Guth, Ph.D., LL.D., President (1903)
University of Virginia, Charlottesville, Virginia, E. A. Alderman, D.C.L., LL.D., President (1904)
Randolph-Macon College, Ashland, Virginia, R. E. Blackwell. A.M., LL.D., President (1904)
Centre College, Danville, Kentucky, Charles J. Turck, A.M., LL.B., President (1904)
Agnes Scott College, Decatur, Georgia, James Ross McCain, Ph.D., LL.D., President (1907)
University of Georgia, Athens, Georgia, Charles M. Snelling, LL.D., Chancellor (1909)
University of Richmond, Richmond, Virginia, F. W. Boatwright, A.M., LL.D., President (1910)
University of Chattanooga, Chattanooga, Tennessee, Arlo Ayres Brown, A.B., D.D., President (1910)
Southwestern, Memphis, Tennessee, Chas. E. Diehl, A.M., LL.D., President (1911)
Mercer University, Macon, Georgia, A. D. Montague, LL.D., Acting President (1911)
Millsaps College, Jackson, Mississippi, David Martin Key, Ph.D., LL.D., President (1912)
Converse College, Spartanburg, South Carolina, Robert P. Bell, A.B., Litt.D., President (1912)

Louisiana State University, Baton Rouge, Louisiana, T. W. Atkinson, C.E., Acting President (1913)
University of Florida, Gainesville, Florida, Albert A. Murphree*, A.M., LL.D., President (1913)
Johns Hopkins University, Baltimore, Maryland, Frank Johnson Goodnow, LL.D., President (1914)
The Rice Institute, Houston, Texas, Edgar Odell Lovett, Ph.D., LL.D., President (1914)
Baylor University, Waco, Texas, Samuel Palmer Brooks, A.M., LL.D., President (1914)
Florida State College for Women, Tallahassee, Florida, Edward Conradi, Ph.D., President (1915)
University of Louisville, Louisville, Kentucky, George Colvin, A.B., LL.D., Chancellor (1915)
University of Kentucky, Lexington, Kentucky, F. L. McVey, LL.D., President (1915)
Transylvania University, Lexington, Kentucky, Andrew D. Harmon, LL.D., President (1915)
George Peabody College for Teachers, Nashville, Tennessee, Bruce R. Payne, Ph.D., LL.D., President (1915)
Southwestern University, Georgetown, Texas, J. Sam Barcus, A.M., D.D., President (1915)
The College of Charleston, Charleston, South Carolina, Harrison Randolph, A.M., LL.D., President (1916)
University of South Carolina, Columbia, South Carolina, Davison McD. Douglas, D.D., President (1917)
Emory University, Atlanta, Georgia, Harvey Warren Cox, Ph.D., LL.D., President (1917)
Davidson College, Davidson, North Carolina, William Joseph Martin, Ph.D., LL.D., President (1917)
Wofford College, Spartanburg, South Carolina, Henry N. Snyder, LL.D., President (1917)
Georgetown College, Georgetown, Kentucky, M. B. Adams, D.D., President (1919)
Hampden-Sidney College, Hampden-Sidney, Virginia, J. D. Eggleston, LL.D., President (1919)
Wesleyan College, Macon, Georgia, William F. Quillian, A.B., D.D., President (1919)
Howard College, Birmingham, Alabama, John C. Dawson, Ph.D., LL.D., President (1920)
Sweet Briar College, Sweet Briar, Virginia, Miss Meta Glass, Ph.D., President (1920)
Bethany College, Bethany, West Virginia, Cloyd Goodnight, A.M., D.D., President (1921)
Mississippi State College for Women, Columbus, Mississippi, J. C. Fant, Ph.D., President (1921)
Meredith College, Raleigh, North Carolina, Charles E. Brewer, LL.D., President (1921)
Wake Forest College, Wake Forest, North Carolina, F. P. Gaines, Ph.D., President (1921)
College of William and Mary, Williamsburg, Virginia, J. A. C. Chandler, LL.D., President (1921)
North Carolina College for Women, Greensboro, North Carolina, Julius I. Foust, LL.D., President (1921)

Southern Methodist University, Dallas, Texas, Charles Claude Selecman, D.D., President (1921)
Salem College, Winston-Salem, North Carolina, Howard E. Rondthaler, D.D., President (1922)
Birmingham-Southern College, Birmingham, Alabama, Guy E. Snavely, Ph.D., LL.D., President (1922)
Spring Hill College, Spring Hill, Alabama, Joseph M. Walsh, S.J., A.M., President (1922)
Alabama Polytechnic Institute, Auburn, Alabama, Spright Dowell, LL.D., President (1922)
Mississippi College, Clinton, Mississippi, John W. Provine, LL.D., President (1922)
Maryville College, Maryville, Tennessee, Samuel T. Wilson, D.D., LL.D., President (1922)
Texas Christian University, Fort Worth, Texas, E. M. Waits, LL.D., President (1922)
Georgia School of Technology, Atlanta, Georgia, M. L. Brittain, LL.D., President (1923)
Presbyterian College of South Carolina, Clinton, South Carolina, B. L. Parkinson, Ph.D., President (1923)
Coker College, Hartsville, South Carolina, Carlyle Campbell, M. A., President (1923)
Winthrop College, Rock Hill, South Carolina, David B. Johnson, LL.D., President (1923)
Virginia Polytechnic Institute, Blacksburg, Virginia, Julian A. Burruss, Ph.D., President (1923)
College of Industrial Arts, Denton, Texas, L. H. Hubbard, Ph.D., LL.D., President (1923)
Shorter College, Rome, Georgia, William D. Furry, Ph.D., President (1923)
Louisiana College, Pineville, Louisiana, C. Cottingham, LL.D., President (1923)
Our Lady of the Lake College, San Antonio, Texas, H. A. Constantineau, D.D., President (1923)
The Citadel, Charleston, South Carolina, O. J. Bond, Ph.D., LL.D., President (1924)
Furman University, Greenville, South Carolina, William J. McGlothlin, Ph.D., D.D., LL.D., President (1924)
Agricultural and Mechanical College of Texas, College Station, Texas, T. O. Walton, President (1924)
Alabama College, Montevallo, Alabama, O. C. Carmichael, A.M., B.Sc., LL.D., President (1925)
Judson College, Marion, Alabama, E. V. Baldy, A.M., D.D., President (1925)
Georgia State College for Women, Milledgeville, Georgia, J. L. Beeson, Ph.D., Acting President (1925)
Southwestern Louisiana Institute, Lafayette, Louisiana, Edwin L. Stephens, Pd.D., President (1925)
Erskine College, Due West, South Carolina, R. C. Grier, D.D., President (1925)
Emory and Henry College, Emory, Virginia, James N. Hillman, A.B., M.A., President (1925)
Bridgewater College, Bridgewater, Virginia, Paul H. Bowman, D.D., President (1925)
Trinity University, Waxahatchie, Texas, John H. Burma, D.D., President (1925)

Incarnate Word College, San Antonio, Texas, Sister M. Columkille, Ph.D., President (1925)

Centenary College, Shreveport, Louisiana, George S. Sexton, D.D., President (1925)

Baylor College for Women, Belton, Texas, John C. Hardy, A.M., LL.B., LL.D.. President (1926)

Berea College, Berea, Kentucky, William J. Hutchins, D.D., LL.D., President (1926)

Elon College, Elon College, North Carolina, William A. Harper, M.A., Litt. D., LL.D., President. (1926)

Greensboro College for Women, Greensboro, North Carolina, Samuel B. Turrentine, A.M., D.D., President (1926)

Guilford College, Guilford College, North Carolina, Raymond Binford, Ph.D., President (1926)

Marshall College, Huntington, West Virginia, Morris P. Shawkey, A.M., Pd.D., President (1926)

Mississippi A. & M. College, A. & M. College, Mississippi, Buz M. Walker, Ph.D., President (1926)

Mississippi Womans College, Hattiesburg, Mississippi, John L. Johnson, M.A., President (1926)

Tusculum College, Greenville, Tennessee, Charles O. Gray, D.D., LL.D., President (1926)

Virginia Military Institute, Lexington, Virginia, Major General Wm. H. Cocke, President (1926)

Carson and Newman College, Jefferson City, Tennessee, James T. Warren, M.A., President (1927)

Simmons University, Abilene, Texas, Jefferson Davis Sandifer, Ph.D., LL.D., President (1927)

Louisianan Polytechnic Institute, Ruston, Louisiana, John R. Conniff, A.M., President (1927)

Roanoke College, Salem, Virginia, Charles J. Smith, M.A., D.D., President (1927)

Lynchburg College, Lynchburg, Virginia, J. T. T. Hundley, D.D., President (1927)

Rollins College, Winter Park, Florida, Hamilton Holt, Litt. D., LL.D., President (1927)

Clemson College, Clemson, South Carolina, E. W. Sikes, Ph.D., LL.D., President (1927)

Blue Mountain College, Blue Mountain, Mississippi, Lawrence T. Lowrey, Ph.D., President (1927)

## TEACHER TRAINING COLLEGES

East Texas State Teachers College, Commerce, Texas, S. H. Whitley, M.A., Litt.D., President (1925)

North Texas State Teachers College, Denton, Texas, Robert L. Marquis, M.S., President (1925)

Sam Houston Teachers College, Huntsville, Texas, H. F. Estill, Litt.D., President (1925)

South-West Texas State Teachers College, San Marcos, Texas, C. E. Evans, LL.D., President (1925)

West Texas State Teachers College, Canyon, Texas, J. A. Hill, M.A., President (1925)

Louisiana State Normal College, Natchitoches, Louisiana, V. L. Roy, B.S., M.A., President (1926)

Western Kentucky State Teachers College, Bowling Green, Kentucky, H.H. Cherry, LL.D., President (1926)
State Teachers College, Farmville, Virginia, J. L. Jarman, LL.D., President (1927)
State Teachers College, Harrisonburg, Virginia, Samuel Page Duke, A.M., President (1927)
East Carolina Teachers College, Greenville, North Carolina, Robert H. Wright, B.S., President (1927)
East Tennessee State Teachers College, Jonhson City, Tennessee, Charles C. Sherrod, Ph. D., President (1927)
West Tennessee State Teachers College, Memphis, Tennessee, John Willard Brister, M.A., President (1927)
Stephen F. Austin State Teachers College, Nagodoches, Texas, Alton William Birdwell, M.A., President (1927)

## JUNIOR COLLEGES

Ward Belmont, Nashville, Tennessee, John D. Blanton, LL.D., President (1925)
Virginia Intermont College, Bristol, Virginia, H. G. Noffsinger, A.M., President (1925)
Gulf Park College, Gulport, Mississippi, Richard G. Cox, A.M., President (1926)
John Tarleton Agricultural College, Stephenville, Texas, J. Thomas Davis, A.M., President (1926)
Junior College of Augusta, Augusta, Georgia, George P. Butler, LL.D., (1926)
Marion Institute, Marion, Alabama, Walter Lee Murfee, A.M., President (1926)
Mars Hill College, Mars Hill, North Carolina, R. L. Moore, A.B., President (1926)
Sullins College, Bristol, Virginia, W. E. Martin, Ph.D., President (1926)
Tennessee Wesleyan College, Athens, Tennessee, James L. Robb, A.M., Acting President (1926)
Andrew College, Cuthbert, Georgia, Frank Garland Branch, B.S., President (1927)
Whitworth College, Brookhaven, Mississippi, Henry Gabriel Hawkins, A.B., President (1927)
Saint Mary's School, Raleigh, North Carolina, Warren Wade Way, A.M., Rector (1927)
Lon Morris College, Jacksonville, Texas, George Freeman Winfield, M.A., D.D., President (1927)

## SECONDARY SCHOOLS

This list is found arranged alphabetically by States in Part IV.

## INDIVIDUAL MEMBERS

Allen, A. T., Department of Public Instruction, Raleigh, N. C.

Anderson, Stonewall, Secretary, Board of Education, Methodist Episcopal Church, South, Nashville, Tennessee.

Cocke, M. Estes, Secretary-Treasurer, Hollins College, Hollins, Virginia.

Colwell, N. P., Secretary, Council on Medical Education, American Medical Association, Chicago, Illinois.

Davis, Arthur Kyle, President of Southern Female College, Petersburg, Virginia.

Evans, A. W., Texas Technological College, Lubbock, Texas.
Fulp, J. D., State High School Inspector, Columbia, South Carolina.
Highsmith, J. Henry, High School Inspector, Raleigh, North Carolina.
Hodgdon, F. C., 70 Fifth Avenue, New York City.
McMillan, J. P., Assistant Secretary, Board of Education, Methodist Episcopal Church, Chicago.
Nelson, D. M., Secretary of Baptist Education Commission, Jackson, Mississippi.
Pound, E. A., High School Inspector, Atlanta, Georgia.
Sealey, R. M., Executive Secretary, Florida Education Association, Tallahassee, Florida.
Spencer, W. L., High School Inspector, Montgomery, Alabama.
Stritch, Thomas E., Superintendent of Southern Jesuit Colleges and Schools, New Orleans, Louisiana.
Sweets, Henry H., 410 Urban Bldg., Louisville, Kentucky.
Trudeau, Charles F., State High School Inspector, Baton Rouge, Louisiana.

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## DELEGATES AND VISITORS

## ATTENDING THE THIRTY-SECOND ANNUAL MEETING

Jacksonville, Florida, November 29-December 2, 1927

### I. REPRESENTATIVE OF MEMBER INSTITUTIONS

#### *(a) Colleges and Universities*

Agnes Scott College—President J. R. McCain, Registrar S. G. Stukes
Agricultural and Mechanical College of Texas—Dean C. E. Friley
Alabama College—President O. C. Carmichael, Dean T. H. Napier
Alabama Polytechnic Institute—President Spright Dowell, Registrar B. L. Shi, Dean J. W. Scott
Baylor College for Women—President J. C. Hardy
Baylor University—President S. P. Brooks
Berea College—Dean T. A. Hendricks
Birmingham-Southern College—President G. E. Snavely, Dean G. W. Mead
Blue Mountain College, President L. T. Lowrey
Carson and Newman College—President J. T. Warren
Centenary College of Louisiana—Professor G. M. Reynolds
Centre College—President C. J. Turck, Dean C. G. Crooks
Clemson College—President E. W. Sikes, Prof. D. W. Daniel, Registrar W. H. Washington
Coker College—President Carlyle Campbell
College of Charleston—Professor R. H. Coleman, Professor C. A. Graeser
College of Industrial Arts—Professor E. V. White
College of William and Mary—Dean K. J. Hoke
Converse College—President R. P. Pell, Secretary C. C. McNeill
Davidson College—President W. J. Martin, Professor J. M. McConnell
Duke University—President W. P. Few, Professor H. Holton
Elon College—Professor T. C. Amick
Emory and Henry College—President J. N. Hillman, Dean H. M. Henry
Emory University—Dean T. H. Jack, Registrar J. G. Stipe
Erskine College—President R. C. Grier, Dean E. B. Kennedy, Professor J. I. McCain
Florida State College for Women—President E. Conradi, Dean W. G. Dodd, Dean N. M. Salley, Dean C. M. Beckham, Professor B. C. Randolph
Furman University—Dean R. N. Daniel, Professor Harry Clark

Georgetown College—Dean R. T. Hinton
Georgia School of Technology—President L. M. Brittain, Registrar H. H. Caldwell
Georgia State College for Women—Dean J. L. Beeson, Dean G. H. Webber
Greensboro College—President S. B. Turrentine
Guilford College—President R. Binford
Howard College—President J. C. Dawson, Vice-President T. R. Eagles
Incarnate Word College—Sister M. Columkille, President, Sister Josephina
Johns Hopkins University—Professor E. F. Buchner
Judson College—President E. V. Baldy, Dean J. B. Clark
Louisiana College—President C. Cottingham
Louisiana Polytechnic Institute—President J. R. Conniff
Louisiana State University—Dean C. A. Ives, Professor H. L. Garrett
Lynchburg College—President J. T. T. Hundley, Dean C. L. McPherson
Marshall College—President M. P. Shawkey
Maryville College—Professor C. H. Gillingham
Mercer University—Dean Peyton Jacob
Meredith College—President C. E. Brewer
Millsaps College—President D. M. Key, Professor J. R. Lin
Mississippi A. & M. College—President B. M. Walker
Mississippi College—President J. W. Provine, Professor D. M. Nelson
Mississippi Woman's College—President J. L. Johnson, Dean L. Q. Campbell, Director Sue B. Johnson
North Carolina College for Women—Vice President W. C. Jackson, Registrar Mary T. Moore
Our Lady of the Lake College—Dean Sister M. Angelique, Mother M. Philathea
Peabody College—Registrar J. R. Robinson, Professor C. W. Knudsen
Presbyterian College of South Carolina—President B. L. Parkinson
Randolph-Macon College—President R. E. Blackwell
Randolph-Macon Woman's College—President D. R. Anderson
Roanoke College—President C. J. Smith
Rollins College—Dean G. E. Carrothers
Shorter College—President W. D. Furry, Professor E. E. Porter
Simmons University—President J. D. Sandifer
Southern Methodist University—Dean E. D. Jennings
Southwestern—President C. E. Diehl
Southwestern Louisiana Institute—Dean H. L. Griffin
Spring Hill College—President J. M. Walsh
Sweet Briar College—President Meta Glass
Texas Christian University—President E. M. Waits, Dean C. D. Hall
The Citadel—President O. J. Bond
Transylvania College—President A. D. Harmon
Trinity University—President J. H. Burma
Tulane University—President A. B. Dinwiddie, Dean E. A. Bechtel, Professor J. A. Lyon
Tusculum College—President C. O. Gray
University of Alabama—Dean C. H. Barnwell
University of Chattanooga—President A. A. Brown, Dean P. L. Palmer, Professor F. F. Hooper
University of Florida—President A. A. Murphree, Professor Joseph Roemer, Dean W. J. Matherly, Professor J. R. Wilson, Dean J. W. Norman
University of Georgia—Professor W. D. Hooper, Professor J. S. Stewart, Professor E. D. Pusey, Dean T. J. Woofter

University of Kentucky—Dean P. P. Boyd, Registrar E. L. Gillis, Professor M. E. Ligon, Professor F. W. Reeves
University of Louisville—President George Colvin
University of Mississippi—Dean O. A. Shaw, Dean A. L. Bondurant
University of North Carolina—Registrar T. J. Wilson, Jr., Librarian L. R. Wilson
University of Richmond—Dean W. L. Prince
University of the South—Dean G. M. Baker
University of South Carolina—President D. M. Douglas, Dean L. T. Baker, Professor J. A. Stoddard
University of Tennessee—Dean J. D. Hoskins, Professor E. R. Gabler
University of Texas—Registrar E. J. Mathews, Professor W. J. Battle
University of Virginia—Professor W. H. Faulkner, Professor W. R. Smithey
Vanderbilt University—Chancellor J. H. Kirkland, Dean W. L. Fleming, Dean F. C. Paschal
Virginia Military Institute—Professor W. M. Hunley
Virginia Polytechnic Institute—Dean J. E. Williams
Wake Forest College—President F. P. Gaines
Washington and Lee University—Dean H. D. Campbell
Wesleyan College—Vice-President L. P. Smith, Dean W. K. Greene
West Virginia University—President F. B. Trotter
Winthrop College—President D. B. Johnson, Dean J. P. Kinard
Wofford College—Dean A. M. DuPre

### *(b) Division of Teacher Training Colleges*

East Carolina Teachers College—President R. H. Wright
East Tennessee State Teachers College—President C. C. Sherrod
East Texas State Teachers College—President S. H. Whitley
North Texas State Teachers College—President R. L. Marquis
Sam Houston State Teachers College—President H. F. Estill
State Teachers College, Farmville—President J. L. Jarman
State Teachers College, Harrisonburg—President S. P. Duke
Stephen F. Austin State Teachers College—President A. W. Birdwell
Western Kentucky State Teachers College—Professor F. C. Grise, Professor A. M. Stickles
West Tennessee State Teachers College—President J. W. Brister

### *(c) Junior Colleges*

Andrew College—President F. G. Branch
Gulf Park College—President R. G. Cox
The Junior College of Augusta—President G. P. Butler
John Tarleton College—Dean J. T. Davis
Lon Morris College—President G. F. Winfield
Marion Institute—President W. L. Murfee, Dean L. H. Baer
Mars Hill College—Dean R. M. Lee
Saint Mary's School—Rector W. W. Way
Sullins College—Dean D. L. Metts
Tennessee Wesleyan College—President J. L. Robb
Virginia Intermont College—President H. G. Noffsinger
Ward Belmont School—Vice-President J. W. Barton, Dean T. D. Quaid
Whitworth College—President H. G. Hawkins

*(d) Secondary Schools*

Rivers Academy, Athens, Alabama—President Mary M. McCoy

Bessemer Senior High School, Bessemer, Alabama—Principal J. A. Davis

Birmingham High Schools, Birmingham, Alabama—Associate Superintendent C. A. Brown

The Simpson School, Birmingham, Alabama—Principal J. M. Malone

Jefferson County High School, Birmingham, Alabama—Principal W. J. Baird

Marshall County High School, Guntersville, Alabama—Principal D. L. Hovater

Spring Hill High School, Spring Hill, Alabama—Principal J. B. Bassich

University Military School, Girls Preparatory School, Mobile, Alabama—Superintendent J. T. Wright

Daytona Public Schools, Daytona Beach, Florida—Supervising Principal J. F. Eastham

Seabreeze High School, Daytona Beach, Florida—Principal R. J. Longstreet

Palmer College Academy, De Funiak Springs, Florida—President H. A. Love.

Dunnellon High School, Dunnellon, Florida—Principal W. B. Cate

Fort Lauderdale High School, Fort Lauderdale, Florida—Principal U. J. Bennett

Fort Meade High School, Fort Meade, Florida—Superintendent W. S. Nicholson

Florida Military Academy, Green Cove Springs, Florida—President H. E. Moyer

Duval County Schools, Jacksonville, Florida—Acting Superintendent W. P. Douglass

Andrew Jackson High School, Jacksonville, Florida—Principal R. B. Rutherford

Robert E. Lee High School, Jacksonville, Florida—Principal E. L. Lounsbury

Duval County School, Jacksonville, Jacksonville, Florida—Superintendent G. E. Wilbur

Landon High School, Jacksonville, Florida—Principal R. C. Marshall

Osceola County High School, Kissimmee, Florida—Supervising Prnicipal D. B. Shaver

New Smyrna High School, New Smyrna, Florida—Supervising Principal R. L. Gaulding

Marion County Schools, Ocala, Florida—Superintendent H. G. Shealy

Ocala Schools, Ocala, Florida—Supervising Principal W. G. Masterson.

Orlando City Schools, Orlando, Florida—Supervising Principal J. H. Park

Orlando Senior High School, Orlando, Florida—Principal J. B. Walker

Public High Schools, Orlando, Florida—Director A. M. Meyer

Pensacola High School, Pensacola, Florida—Supervising Principal J. H. Workman

St. Leo Academy, St. Leo, Florida—Principal Father John, Vice-President Father Jerome

St. Petersburg City Schools, St. Petersburg, Florida—Superintendent G. M. Lynch

Sarasota Senior High School, Sarasota, Florida—Principal J. C. Peel

Leon High School, Tallahassee, Florida—Supervising Principal G. B. Simmons

Tampa Public Schools, Tampa, Florida—Superintendent Omer Carmichael

Tampa High Schools, Tampa, Florida—Supervisor E. L. Robinson

Hillsborough High School, Tampa, Florida—Principal F. H. Spaulding

H. B. Plant High School, Tampa, Florida—Prnicipal M. W. Carothers

Brevard County Schools, Titusville, Florida—Superintendent Alice L. Shelbourne

Wauchula High School, Wauchula, Florida—Supervising Principal S. W. McInnis

Lucy Cobb Institute, Athens, Georgia—President W. F. Hollingsworth

Girls High School, Atlanta, Georgia—Principal Jessie Muse

Marist College, Atlanta, Georgia—Principal P. H. Dagneau

North Avenue Presbyterian School, Atlanta, Georgia—Principal B. A. Cornell

Washington Seminary, Atlanta, Georgia—Principal L. D. Scott

The Academy of Richmond, Augusta, Georgia—President G. P. Butler

Tubman High School, Augusta, Georgia—Principal T. H. Garrett

Bainbridge High School, Bainbridge, Georgia—Superintendent F. G. Elcan

Gordon School, Barnesville, Georgia—President L. D. Watson

Blackshear High School, Blackshear, Georgia—Superintendent E. D. Whisonant

Georgia Military Academy, College Park, Georgia—Secretary R. S. Rosser

Fitzgerald High School, Fitzgerald, Georgia—Superintendent G. E. Usher

Riverside Military Academy, Gainesville, Georgia—Principal W. D. Mooney

Metter High School, Metter, Georgia—Superintendent W. T. Knox, Principal J. R. Robbins

Newnan Public Schools, Newnan, Georgia—Superintendent B. F. Pickett

University School for Boys, Oglethorpe University, Georgia—President W. E. Dendy

Darlington School for Boys, Rome, Georgia—President C. R. Wilcox

The Pape School, Savannah, Georgia—Principal Nina A. Pape

Senior High School, Savannah, Georgia—Principal M. M. Phillips

Savannah Public Schools, Savannah, Georgia—Superintendent O. B. Strong

Benedictine School, Savannah, Georgia—Principal Raphael Arthur

St. Catherine's Academy, Lexington, Kentucky—Principal Sister Columba

Sacred Heart Academy, Louisville, Kentucky—Dean S. M. Dominica

Sue Bennett Memorial School, London, Kentucky—President K. C. East

Ursuline Academy, Louisville, Kentucky—Principal Sister M. Dolorosa

Kentucky Military Institute, Lyndon, Kentucky—Headmaster C. E. Hodgin

Nazareth Junior College and Academy, Nazareth, Kentucky—Sister Mary Ignatius

Science Hill School, Shelbyville, Kentucky—Associate Principal J. J. Poynter

Bolton High School, Alexandria, Louisiana—Principal S. M. Brame

Hammond High School, Hammond, Louisiana—Principal L. A. Sims

Isidore Newman Manual Training School, New Orleans, Louisiana—Principal C. C. Henson

Jesuit High School, New Orleans, Louisiana—Principal P. A. Roy

New Orleans High Schools, New Orleans, Louisiana—Superintendent Edward Hynes.

Biloxi Hgih School, Biloxi, Mississippi—Superintendent A. L. May

Brookhaven Public Schools, Brookhaven, Mississippi—Superintendent E. S. Bowlus

Clarksdale High School, Clarksdale, Mississippi—Superintendent H. B. Heidelberg

Greenwood High School, Greenwood, Mississippi—Superintendent W. C. Williams

Gulfport City Schools, Gulfport, Mississippi—Superintendent B. F. Brown

Gulf Coast Military Academy, Gulfport, Mississippi—Principal J. E. Belka

Jackson High School, Jackson, Mississippi—Superintendent E. L. Bailey

Laurel High School, Laurel, Mississippi—Superintendent R. H. Watkins

Senior High School, Meridian, Mississippi—Superintendent H. M. Ivy

Harrison-Stone-Jackson Junior College, Perkinston, Mississippi—President J. L. Denson

Picayune High School, Picayune, Mississippi—Superintendent T. K. Boggan

Pearl River College, Poplarville, Mississippi—President S. L. Stringer

Hinds County Agricultural High School, Raymond, Mississippi—Superintendent R. E. L. Sutherland

Ruleville High School, Ruleville, Mississippi—Superintendent D. R. Patterson

Durham High School, Durham, North Carolina—Superintendent F. M. Martin

Fayetteville City Schools, Fayetteville, North Carolina—Superintendent Harry Howell

High Point High School, High Point, North Carolina—Principal L. R. Johnston

Oak Ridge Institute, Oak Ridge, North Carolina—President T. E. Whitaker, Dean T. O. Wright

Peace Institute, Raleigh, North Carolina—President W. C. Pressly

Southern Pines Public Schools, Southern Pines, North Carolina—Superintendent W. F. Allen

Anderson City Schools, Anderson, South Carolina—Superintendent E. C. McCants

Ashley Hall, Charleston, South Carolina—Principal Mary V. McBee

Thornwell Orphanage High School, Clinton, South Carolina—President L. R. Lynn, Principal B. S. Pinson

City Public Schools, Columbia, South Carolina—Superintendent W. H. Hand

Easley Public Schools, Easley, South Carolina—Superintendent W. M. Scott

Florence High School, Florence, South Carolina—Superintendent J. W. Moore

Gaffney High School, Gaffney, South Sarolina—Superintendent W. C. Taylor

Hartsville High School, Hartsville, South Carolina—Principal J. C. Hungerpiller

Rock Hill High School, Rock Hill, South Carolina—Superintendent R. C. Burts, Principal W. C. Sullivan

Spartanburg City Schools, Spartanburg, South Carolina—Superintendent Frank Evans

Union High School, Union, South Carolina—Principal E. R. Crow

Tennessee Wesleyan College Preparatory School, Athens, Tennessee—President J. L. Robb

Baxter Seminary, Baxter, Tennessee—President H. L. Upperman

The Baylor School, Chattanooga, Tennessee—Headmaster Alexander Guerry

Girls Preparatory School, Chattanooga, Tennessee—Principal Tommie P. Duffy

The McCallie School, Chattanooga, Tennessee—Headmaster S. J. McCallie

Nashville Agricultural Normal Institute, Madison, Tennessee, Principal Blanche O. Noble, Mrs. E. A. Sutherland

Miss Hutchison's School, Memphis, Tennessee—Principal Mary G. Hutchison

Shelby County High Schools, Memphis, Tennessee—Superintendent Sue Powers

Hume-Fogg High School, Nashville, Tennessee—Principal C. R. Kirkpatrick

St. Cecilia Academy, Nashville, Tennessee—Superior Mother Pius, Directress Sister Anne Frances

Wallace University School, Nashville, Tennessee—Principal C. B. Wallace

Sewanee Military Academy, Sewanee, Tennessee—Chaplain W. T. Holt

Branham and Hughes Military Academy, Spring Hill, Tennessee—Headmaster C. A. Ragsdale

Tennessee Military Institute, Sweetwater, Tennessee—Superintendent C. R. Endsley

Central High School, Fort Worth, Texas—Principal R. L. Paschal

Ball High School, Galveston, Texas—Principal W. A. James

Board of Education, San Antonio, Texas—Director of Junior Education, C. C. Ball

Randolph-Macon Academy, Bedford, Virginia—Principal W. R. Phelps

Randolph-Macon School for Girls, Danville, Virginia—Principal J. C. Simpson

Danville Military Institute, Danville, Virginia—Superintendent W. M. Kemper

Staunton Military Academy, Kables, Virginia—President T. H. Russell, Headmaster R. W. Wonson

John Marshall High School, Richmond, Virginia—Principal J. C. Harwood

## II. INDIVIDUAL MEMBERS

Allen, Arch T., State Superintendent of Public Instruction, Raleigh, North Carolina

Cocke, M. Estes, Dean of Instruction, Hollins College, Hollins, Virginia

Colwell, Nathan Porter, Secretary, Council on Medical Education, American Medical Association, Chicago, Illinois

Evans, Arthur Wilson, Department of Education, Texas Technological College, Lubbock, Texas

Fulp, James Douglas, Superintendent, Bailey Military Institute, Greenwood, South Carolina

Highsmith, J. Henry, State High School Supervisor, Raleigh, North Carolina

Nelson, D. M., Professor of Physics, Mississippi College, Clinton, Mississippi

Pound, Edwin A., State High School Supervisor, Atlanta, Georgia

Sealey, R. M., Executive Secretary, Florida Education Association, Tallahassee, Florida

Spencer, William L., Director of Secondary Education, State Department of Education, Montgomery, Alabama

Stritch, Thomas E., Superintendent, Southern Jesuit Colleges and Schools, New Orleans, Louisiana

Sweets, Henry Hayes, Secretary of Education, Presbyterian Church in U. S., Louisville, Kentucky

Trudeau, Charles F., State High School Supervisor, Baton Rouge, Louisiana

## III. REGISTERED VISITORS

### *(a) State Departments of Education*

Blackman, Albert M., Chief Supervisor of High Schools, State Department of Education, Austin, Texas

Combs, Morgan L., Director of Research and Surveys, State Department of Education, Richmond, Virginia

Daniel, J. McTyeire, State High School Supervisor, Columbia, South Carolina

Hall, Sidney B., State Supervisor of Secondary Education, Richmond, Virginia

Hillman, James E., Director, Teacher Training, State Department of Public Instruction, Raleigh, North Carolina

Hinson, M. R., State Supervisor of High Schools, Tallahassee, Florida

Holloway, James B., State High School Supervisor, Frankfort, Kentucky

Jenkins, Frank C., State High School Inspector, Jackson, Mississippi

Rhoads, McHenry, State Superintendent of Public Instruction, Frankfort, Kentucky

Sheppard, Mary M., State Supervisor of Teacher Training, Tallahassee, Florida

Smith, Thomas W., Department of Education, Montgomery, Alabama
White, Marie, Acting State High School Supervisor, Nashville, Tennessee

*(b) Other Visitors*

Agnew, Walter D., President, Woman's College of Alabama, Montgomery Alabama
Ashe, Bowman Foster, President, University of Miami, Coral Gables, Florida
Atwood, Edward Leland, President, Tennessee College, Murfreesboro, Tennessee
Banks, Mrs. S. W., Venice, Florida
Batten, Joseph M., Registrar, Scarritt College for Christian Workers, Nashville, Tennessee
Bennett, Albert L., Superintendent, Albemarle Public Schools, Charlottesville, Virginia
Bennett, Richard H., President, Lander College, Greenwood, Couth Carolina
Beougher, Sanford L., President, Bethlehem College, Wadley, Alabama
Boles, H. Leo, President, David Lipscomb College, Nashville, Tennessee
Bourne, William R., Professor, Murray Teachers College, Murray, Kentucky
Brooks, Eugene Clyde, President, North Carolina State College, Raleigh, North Carolina
Buchner, Mrs. Edward F., Baltimore, Maryland
Burton, Miss Clara, Principal, Cathedral School for Girls, Orlando, Florida
Butler, Frank C., President, Morehead State Normal School and Teachers College, Morehead, Kentucky
Byrd, Samuel Craig, President, Chicora College for Women, Columbia, South Carolina
Cammack, John Walter, Principal, Averett College, Danville, Virginia
Campbell, Mrs. Henry Donald, Lexington, Virginia
Carr, John Wesley, Dean, Murray State Normal School and Teachers College, Murray, Kentucky
Chambers, Jay L., Dean, Morehead State Teachers College, Morehead, Kentucky
Chapman, Marvin Luther, Principal, Anthony High School, Anthony, Florida
Conradi, Mrs. Edward, Tallahassee, Florida
Cooper, Homer E., Dean, Eastern State Teachers College, Richmond, Kentucky
Countiss, John R., President, Grenada College, Grenada, Mississippi
Cousins, Robert B., President, South Texas State Teachers College, Kingsville, Texas
Cox, George W., Manager, College and Specialist Bureau, Memphis, Tennessee
Cunninggim, Jesse L., President, Scarritt College, Nashville, Tennessee
Curtis, Claude Davis, President, Martha Washington College, Abingdon, Virginia
Curtis, Mrs. Claude D., Dean of Women, Martha Washington College, Abingdon, Virginia
Curtis, Kader Randolph, Durham, North Carolina
Derthick, H. J., President, Milligan College, Milligan College, Tennessee
Dukes, J. C., Representative, D. C. Health and Company, Tallahassee, Florida
Edmonson, James Bartlett, Secretary, North Central Association of Colleges and Secondary Schools, Ann Arbor, Michigan
English, Robert B., Professor, University of Miami, Coral Gables, Florida
Forbes, Henry L., Manager, Southern Teachers Agency, Columbia, South Carolina
Ford, Eunice Temple, Dean, Limestone College, Gaffney, South Carolina
Frazer, William Henry, President Queens College, Charlotte, North Carolina

Gaines, John W., President, Bethel Woman's College, Hopkinsville, Kentucky

Garland, Halsey Sims, Representative, Scott, Foresman and Company, Atlanta, Georgia

Gillespie, Guy Tillman, President, Belhaven College, Jackson, Mississippi

Granberry, Robert Colley, President, Limestone College, Gaffney, South Carolina

Green, Gardner Leland, President, The Berry Schools, Mount Berry, Georgia

Guilds, John Caldwell, President, Columbia College, Columbia, South Carolina

Hardy, Mrs. John Crumpton, Baylor College for Women, Belton, Texas

Highsmith, Mrs. J. Henry, Raleigh, North Carolina

Hoke, Elmer Rhodes, President, Catawba College, Salisbury, North Carolina

Holdsworth, John T., Professor, University of Miami, Coral Gables, Florida

Holloway, W. M., Jacksonville, Florida

Jarman, Lewis Wilson, Vice-President, Queens College, Charlotte, North Carolina

Jessen, Carl A., Specialist Secondary Education, U. S. Bureau of Education, Washington, D. C.

Johnston, Mrs. Lemuel Roy, High Point, North Carolina

Kaula, F. Edward, Vice-President, World Book Company, Atlanta, Georgia

Kearns, Joseph C., Dean, Loyola University, New Orleans, Louisiana

Kemp, Fletcher, Superintendent, Abington County, Clarendon, Virginia

Kethley, William M., President, Delta State Teachers College, Cleveland, Mississippi

Kinard, James C., Dean, Newberry College, Newberry, South Carolina

Lester, Robert M., Assistant to President, Carnegie Corporation, New York City

Lewis, Charles D., Dean, Lincoln Memorial University, Harrogate, Tennessee

Lyon, Pritchet Alfred, President, Middle Tennessee State Teachers College, Murfreesboro, Tennessee

McCants, Tressa Lipscomb, Anderson, South Carolina

Massey, James F., Jacksonville Journal, Jacksonville, Florida

Mershon, J. A., Gainesville, Georgia

Miller, Norman C., Publisher, Ginn and Company, Atlanta, Georgia

Sister Miriam, Principal, Notre Dame School, Chattanooga, Tennessee

Morehead, Marvin E., Superintendent, Holmes County Agricultural High School and Junior College, Goodman, Mississippi

Paschal, Rosa Catherine, Dean, Greenville Womans College, Greenville, South Carolina

Paschal, Mrs. R. L., Fort Worth, Texas

Patterson, William Elmer, Dean, Bob Jones College, Lynn Haven, Florida

Paulin, Eugene A., Dean, St. Mary's University, San Antonio, Texas

Pound, Jere M., President, Georgia State Teachers College, Athens, Georgia

Powell, Richard H., President, Georgia State Womans College, Valdosta, Georgia

Rabe, Alfred Herman, President, St. Mary's University, San Antonio, Texas

Ramsey, Mary Alice, Registrar, Louisburg College, Louisburg, North Carolina

Reedy, Joel Martin, President, Hiwassee College, Madisonville, Tennessee

Rhoads, Harold, State Department of Education, Frankfort, Kentucky

Richardson, Leon B., Professor, Dartmouth College, Hanover, New Hampshire

Robertson, David Allan, Associate Director, American Council on Education, Washington, D. C.

Robinson, Richard Lee, President, Woman's College, Due West, South Carolina

Sams, Oscar Ernest, President, Bluefield College, Bluefield, West Virginia
Schaeffer, H. Brent, President, Lenoir Rhyne College, Hickory, North Carolina
Scott, Thomas Percy, Vice-President, State Teachers College, Hattiesburg, Mississippi
Sieplein, Otto J., Professor, University of Miami, Coral Gables, Florida
Spivey, Ludd Myrl, President, Southern College, Lakeland, Florida
Stockton, Ernest L., President, Cumberland University, Lebanon, Tennessee
Stoddard, Mrs. J. A., Columbia, South Carolina
Summers, A., Principal, Fellowship High School, Kendrick, Florida
Sumner, Robert G., Supervising Principal, Summerfield High School, Summerfield, Florida
Thompson, William E., President, LaGrange College, LaGrange, Georgia
Todd, Lindsey O., Superintendent, Philadelphia High School, Philadelphia, Mississippi
Tyner, B. U., Dean of Instruction, State Teachers College, Fredericksburg, Virginia
Vandiver, Joseph Sloan, Superintendent, Sunflower Agricultural High School and Junior College, Moorhead, Mississippi
Van Doren, C. F., Representative, Central Scientific Company, Chicago, Illinois
Warner, Mrs. Beulah Milam, Jacksonville, Florida
Watters, Henry E., President, Union University, Jackson, Tennessee
Welch, M. W., Glencoe, Illinois
Wells, Rainey T., President, Murray State Teachers College, Murray, Kentucky
West, Henry S., Professor, University of Miami, Coral Gables, Florida
West, John W., President, North Georgia Agricultural College, Dahlonega, Georgia
Whitt, Jeremy Pate, Registrar, Radford State Teachers College, East Radford, Virginia
Williams, Leister Earl, Dean, Woman's College of Alabama, Montgomery, Alabama
Work, Arthur Lee, Representative, Ginn and Company, De Funiak Springs, Florida
Wright, Mrs. J. T., Mobile, Alabama

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## PUBLICATIONS OF THE ASSOCIATION

For the index of the Proceedings of the Association, 1895-1912, see the Proceedings of the Nineteenth Meeting, published in 1913. For the index of the Proceedings of the Association, 1913-1921, inclusive, see the Proceedings of the Twenty-seventh Meeting, published in 1923.

*Proceedings of the Twenty-seventh Annual Meeting,* New Orleans, Louisiana, December 7-8, 1922. Minutes of the Meeting. Report of the Secretary-Treasurer. Reports of the Executive Committee. Report of the Commission on Institutions of Higher Education. Report of the Commission on Accredited Schools. Report of the Committee on Deans' Reports. Papers and Addresses: Presidential Address, "The Southern Association and Its Problems," President A. B. Dinwiddie, Tulane University; "The Work of the Commission on Institutions of Higher Education," Dean H. D. Campbell, Washington and Lee University; "How Mississippi College Met the Standards of the Southern Association of Colleges and Secondary Schools with respect to Endowment," Dr.

D. M. Nelson, Mississippi Baptist Education Commission; "Women's Colleges and the Southern Association," President Emilie M. McVea, Sweet Briar College; "Standards of the Denominational Colleges," Dr. Henry H. Sweets, Secretary, Committee on Christian Education of the Presbyterian Church. Report of the Committee on Athletics, Dean Douglas Anderson, Chairman. Constitution and By-Laws. Report of Special Committee on Specified Entrance Units, Professor W. D. Hooper, University of Georgia, Chairman.

*Proceedings of the Twenty-Eighth Annual Meeting,* Richmond, Va., December 4-7, 1923. Membership Roll, officers for 1923-24, delegates and visitors present. Minutes of the general sessions; reports of the Secretary-Treasurer, the Executive Committee, the Commission on Institutions of Higer Education, the Commission on Secondary Schools, and the Committee on Deans' Reports. Papers and Addresses: "The Delaware Plan for Undergraduate Foreign Study," President Walter Hullihen, University of Delaware; "Recent Enterprises of the United States Bureau of Education," John J. Tigert, U. S. Commissioner of Education; "The Mental Test—a Critical Discussion," Dr. Lucy Shepard Crawford, Sweet Briar College; "The Use of Intelligence Tests for the Selection of College Students," Dr. Agnes L. Rogers, Smith College. Reports of the Committee on Athletics, the Committee on Teacher Training Institutions, and the fraternal delegate to the North Central Association, Dean C. A. Ives, Louisiana State University.

*Proceedings of the Twenty-Ninth Annual Meeting,* Memphis, Tennessee, December 2-5, 1924. Membership rolls, officers for 1924-25, delegates and visitors present. Minutes of the general sessions; reports of the Secretary-Treasurer, the Executive Committee, the Commission on Institutions of Higher Education, the Commission on Secondary Schools, the Committee on Deans' Reports, and of the Committee on Athletics. Papers and Addresses: Presidential Address, "An Ancient Educational Ideal," Dean L. T. Baker, University of South Carolina; "Extension Service of Southern Colleges," Professor B. L. Parkinson, University of South Carolina; "Ancient Athletics—Their Use and Abuse," Professor A. L. Bondurant, University of Mississippi.

*Proceedings of the Thirtieth Annual Meeting,* Charleston, South Carolina, December 1-4, 1925. Membership rolls, officers for 1925-26, delegates and visitors present. Minutes of the general sessions; reports of the Secretary-Treasurer, the Executive Committee, the Commission on Institutions of Higher Education, the Commission on Secondary Schools, the Committee on Deans' Reports, and the Committee on College Entrance Requirements. Papers and Addresses: Presidential Address, "Southern Association Problems," Professor W. D. Hooper, University of Georgia; "Intercollegiate Athletics," Professor S. V. Sanford, University of Georgia; "Some Conceptions of the College Curriculum," Dr. Walton C. John, U. S. Bureau of Education, Washington; "The Establishment of a Classification for Normal Schools and Teachers Colleges," Professor V. L. Roy, Louisiana State Normal College; "Professional Training for Teachers in Secondary Schools," Superintendent H. M. Ivy, Meridian, Mississippi; "Standards of the Association of American Junior Colleges," President James P. Craft, Averett College.

*Proceedings of the Thirty-first Annual Meeting,* Jackson, Mississippi, December 1-4, 1926. Officers for 1926-27, membership rolls, delegates and visitors present. Minutes of the general session; reports of the Secretary-Treasurer; the Executive Committee; the Commission on Institutions of Higher Education; the Commission on Secondary Schools; the Committee on Nominations; the Auditing Committee; and the Committee on Resolutions. Papers and Addresses: Presidential Address, Dean N. W. Walker, University of North Caro-

lina; Address of Fraternal Delegate from North Central Association, President E. C. Elliott, Purdue University; "The Growing Importance of the Library," Librarian L. R. Wilson, University of North Carolina; "The Outlook for the Higher Education of Women in the South," President Meta Glass, Sweet Briar College; Report of Fraternal Delegate to the North Central Association, Dean C. H. Barnwell, University of Alabama; "Graduate Work in the Southern States," Dr. Shelton Phelps, George Peabody College for Teachers; "Graduate Work: Opportunities and Standards," President H. W. Chase, University of North Carolina; "Graduate Work: Approved Procedure," Dean H. W. Harper, University of Texas; "Graduate Work in the South: Needs and Prospects," Professor Edwin Greenlaw, Johns Hopkins University; Address, President J. A. C. Chandler, College of William and Mary.

**The Association does not have on file a complete set of its Proceedings. The Secretary will be glad to receive any copies of the Proceedings issued prior to 1909, and for the years 1912, 1914, 1917, 1920, 1921, and to pay for these at a fair price.**

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## AFFILIATIONS OF THE ASSOCIATION

The Association of Colleges and Secondary Schools of the Southern States has been a member of the National Conference Committee on Standards of Colleges and Secondary Schools from the inception of the latter. The Association is also a member of the National Conference of Uniform Entrance Requirements in English and of the American Council on Education.

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## OFFICERS AND PLACES OF MEETING OF THE ASSOCIATION FROM ITS ORGANIZATION

### 1895-96, Nashville, Tennessee

*President*—George T .Winston, University of North Carolina.

*Vice Presidents*—S. T. Moreland, Washington and Lee University; T. W. Palmer, University of Alabama.

*Secretary and Treasurer*—J. H. Kirkland, Vanderbilt University.

*Executive Committee* (in addition to President and Secretary *ex officio*).—J. H. Dillard, Tulane University; W. P. Trent, University of the South; R. B. Fulton, University of Mississippi.

### 1896-97, Knoxville, Tennessee

*President*—R. B. Fulton, University of Mississippi.

*Vice Presidents*—Addison Hogue, Washington and Lee University; E. A. Alderman, University of North Carolina.

*Secretary and Treasurer*—J. H. Kirkland, Vanderbilt University.

*Executive Committee* (in addition to President and Secretary, *ex officio*).—B. L. Wiggins, University of the South; John M. Webb, Webb School; B. W. Bond, Randolph-Macon Academy.

1897-98, Athens, Georgia

*President*—B. L. Wiggins, University of the South.

*Vice Presidents*—John M. Webb, Webb School; James K. Powers, University of Alabama.

*Secretary and Treasurer*—J. H. Kirkland, Vanderbilt University.

*Executive Committee* (in addition to President and Secretary *ex officio*).—R. B. Fulton, University of Mississippi; Addison Hogue, Washington and Lee University; H. C. Weber, Nashville, Tenn.

1898-99, Columbia, South Carolina

*President*—Charles W. Dabney, University of Tennessee.

*Vice Presidents*—I. H. Saunders, Danville Military Institute; W. W. Smith, Randolph-Macon College.

*Secretary and Treasurer*—J. H. Kirkland, Vanderbilt University.

*Executive Committee* (in addition to President and Secretary *ex officio*.)—R. B. Fulton, University of Mississippi; John M. Webb, Webb School; James K. Powers, University of Alabama.

1899-1900, Charlottesville, Virginia

*President*—John M. Webb, Webb School.

*Vice Presidents*—Edwin Mims, Trinity College; I. H. Sounders, Danville Military Institute.

*Secretary and Treasurer*—J. H. Kirkland, Vanderbilt University.

*Executive Committee* (in addition to President and Secretary *ex officio*.)—R. B. Fulton, University of Mississippi; C. B. Wallace, University School, Nashville; James K. Powers, Unviersity of Alabama.

1900-01, Sewanee, Tennessee

*President*—James K. Powers, University of Alabama.

*Vice President*—Harrison Randolph, Charleston College.

*Secretary and Treasurer*—J. H. Kirkland, Vanderbilt University.

*Executive Committee* (in addition to President and Secretary *ex officio*.)—R. B. Fulton, University of Mississippi; F. P. Venable, University of North Carolina; W. D. Mooney, The Mooney School.

1901-02, Oxford, Mississippi

*President*—Edwin Mims, Trinity College.

*Vice-Presidents*—Cooper D. Schmitt, University of Tennessee; H. D. Campbell, Washington and Lee University.

*Secretary and Treasurer*—J. H. Kirkland, Vanderbilt University.

*Executive Committee* (in addition to President and Secretary *ex officio*.)—F. P. Venable, University of North Carolina; J. B. Henneman, University of the South; J. M. Webb, Webb School.

1902-03, Durham, North Carolina

*President*—R. H. Jesse, University of Missouri.

*Vice Presidents*—P. H. Saunders, University of Mississippi; C. B. Wallace, University School, Nashville.

*Secretary and Treasurer*—J. H. Kirkland, Vanderbilt University.

*Executive Committee* (in addition to President and Secretary *ex officio.*)—F. P. Venable, University of North Carolina; B. L. Wiggins, University of the South; J. M. Webb, Webb School.

1903-04, New Orleans, Louisiana

*President*—George H. Denny, Washington and Lee University.

*Vice Presidents*—William R. Prather, University of Texas; J. H. Dillard, Tulane University.

*Secretary and Treasurer*—J. H. Kirkland, Vanderbilt University.

*Executive Committee* (in addition to President and Secretary *ex officio.*)—John M. Webb, Webb School; H. B. Arbuckle, Agnes Scott Institute; Harrison Randolph, Charleston College.

1904-05, Nashville, Tennessee

*President*—Brown Ayres, University of Tennessee.

*Vice Presidents*—E. A. Alderman, University of Virginia; Julius T. Wright, University School, Mobile.

*Secretary and Treasurer*—J. H. Kirkland, Vanderbilt University.

*Executive Committee* (in addition to President and Secretary *ex officio.*)—John M. Webb, Webb School; Edwin Mims, Trinity College; John F. Goucher, Baltimore Woman's College.

1905-06, Knoxville, Tennessee

*President*—D. F. Houston, University of Texas.

*Vice Presidents*—Julius T. Wright, University School, Mobile; D. B. Purinton, University of West Virginia.

*Secretary and Treasurer*—J. H. Kirkland, Vanderbilt University.

*Executive Committee* (in addition to President and Secretary *ex officio.*)—John F. Goucher, Baltimore Woman's College; Edwin Mims, Trinity College; J. A. Robbins, McTyeire School, McKenzie, Tenn.

1906-07, Birmingham, Alabama

*President*—C. B. Wallace, University School, Nashville, Tenn.

*Vice Presidents*—W. M. Thornton, University of Virginia; F. H. Gaines, Agnes Scott College.

*Secretary and Treasurer*—J. H. Kirkland, Vanderbilt University.

*Executive Committee* (in addition to President and Secretary *ex officio.*)—J. A. Robbins, McTyeire Institute, McKenzie, Tenn.; Edwin Mims, Trinity College; A. Ross Hill, University of Missouri; John B. Henneman, University of the South; Alfred Hume, University of Mississippi.

1907-08, Chattanooga, Tennessee

*President*—J. H. Dillard, Tulane University.

*Vice Presidents*—J. M. Starke, University School, Montgomery; Harrison Randolph, College of Charleston.

*Secretary and Treasurer*—J. H. Kirkland, Vanderbilt University.

*Executive Committee* (in addition to President and Secretary *ex officio.*)—B. R. Payne, University of Virginia; C. B. Wallace, University School, Nashville; Edwin Mims, Trinity College; John Bell Henneman, University of the South; Alfred Hume, University of Mississippi.

1908-09, Charlottesville, Virginia

*President*—F. P. Venable, University of North Carolina.

*Vice Presidents*—G. Holman Gardner, Donald Frazier High School, Decatur, Ga.; Leonard A. Blue, Girls' Latin School, Baltimore.

*Secretary and Treasurer*—Frederick W. Moore, Vanderbilt University.

*Executive Committee* (in addition to President and Secretary *ex officio.*)—Bruce R. Payne, University of Virginia; Clarence B. Wallace, University School, Nashville; James H. Kirkland, Vanderbilt University; Alfred Hume, University of Mississippi; E. C. Brooks, Trinity College.

1909-10, Athens, Georgia

*President*—R. E. Blackwell, Randolph-Macon College.

*Vice Presidents*—J. D. M. Armistead, Agnes Scott College; Julius T. Wright, University School, Mobile.

*Secretary and Treasurer*—Frederick W. Moore, Vanderbilt University.

*Executive Committee* (in addition to President and Secretary *ex officio.*)—Bruce R. Payne, University of Virginia; Clarence B. Wallace, University School, Nashville; James H. Kirkland, Vanderbilt University; Alfred Hume, University of Mississippi; E. C. Brooks, Trinity College.

1910-11, Tuscaloosa, Alabama

*President*—C. H. Barnwell, University of Alabama.

*Vice President*—John Morris, University of Georgia; J. D. Blanton, Ward Seminary, Nashville.

*Secretary*—Frederick W. Moore, Vanderbilt University.

*Acting Secretary*—B. E. Young, Vanderbilt University.

*Executive Committee* (in addition to President and Secretary *ex officio.*)—Bruce R. Payne, University of Virginia; C. B. Wallace, University School, Nashville; J. H. Kirkland, Vanderbilt University; E. C. Brooks, Trinity College; Walter Miller, Tulane University.

1911-12, Spartanburg, South Carolina

*President*—J. H. Kirkland, Vanderbilt University.

*Vice Presidents*—John B. Van Meter, Goucher College ; Julius Tutwiler Wright, University School, Mobile.

*Secretary*—B. E. Young, Vanderbilt University

*Executive Committee* (in addition to President and Secretary *ex officio.*)—E. C. Brooks, Trinity College; Walter Miller, University of Missouri; C. H. Barnwell, University of Alabama; John I. Armstrong, Agnes Scott College; J. Carter Walker, Woodberry Forest School, Orange, Va.

1912-13, Knoxville, Tennessee

*President*—J. L. Henderson, University of Texas.

*Vice Presidents*—T. S. Baker, Jacob Tome Institute; W. D. Hooper, University of Georgia.

*Secretary-Treasurer*—Bert E. Young, Vanderbilt University.

*Executive Committee* (in addition to President and Secretary *ex officio.*)—J. H. Kirkland, Vanderbilt University; E. C. Brooks, Trinity College; C. H. Barnwell, University of Alabama; J. I. Armstrong, Agnes Scott College; J. Carter Walker, Woodberry Forest School, Woodberry Forest, Va.

1913-14, Charlottesville, Virginia

*President*—J. Carter Walker, Woodberry Forest School, Woodberry Forest, Virginia.

*Vice Presidents*—Thomas E. Hodges, University of West Virginia; Col. J. C. Woodward, Georgia Military Academy, College Park, Ga.

*Secretary-Treasurer*—Bert E. Young, Vanderbilt University.

*Executive Committee* (in addition to President and Secretary *ex officio.*)—J. H. Kirkland, Vanderbilt University; C. H. Barnwell, University of Alabama; J. L. Henderson, University of Texas; Miss Ella Young, Queens College; C. G. Maphis, University of Virginia.

1914-15, Nashville, Tennessee

*President*—D. C. Barrow, University of Georgia.

*Vice Presidents*—W. H. Davis, Danville, School, Danville, Virginia; A. A. Murphree, University of Florida.

*Secretary-Treasurer*—Bert E. Young, Vanderbilt University.

*Executive Committee* (in addition to President and Secretary *ex officio.*)—J. L. Henderson, University of Texas; Miss Ella Young, Queens College; C. G. Maphis, University of Virginia; E. A. Bechtel, Tulane University; J. C. Walker, Woodberry Forest School.

1915-16, Durham, North Carolina

*President*—Bert E. Young, Vanberbilt University.

*Vice Presidents*—Julius T. Wright, University School, Mobile; A. L. Bondurant, University of Mississippi.

*Secretary-Treasurer*—Walker Hullihen, University of the South.

*Executive Committee* (in addition to President and Secretary *ex officio.*)—J. L. Henderson, University of Texas; C. G. Maphis, University of Virginia; E. A. Bechtel, Tulane University; J. Carter Walker, Woodberry Forest School, Woodberry Forest, Virginia; Miss Elizabeth A. Colton, Raleigh, North Carolina.

1916-17, Atlanta, Georgia

*President*—William A. Webb, Randolph-Macon Woman's College.

*Vice Presidents*—Miss Elizabeth A. Colton, Raleigh, North Carolina; M. E. Melvin, Jackson, Miss.

*Secretary-Treasurer*—Walker Hullihen, University of the South.

*Executive Committee* (in addition to President and Secretary *ex officio.*)—J. L. Henderson, University of Texas; C. G. Maphis, University of Virginia; E. A. Bechtel, Tulane University; Bert E. Young, Vanderbilt University; F. H. Gaines, Agnes Scott Clolege.

1917-1918

On account of the peculiar difficulties of our colleges in the fall of 1918, as a result of the Student's Army Training Corps and the epidemic of influenza, it seemed best to the Executive Committee to postpone the regular meeting of our Association until the fall of 1919. A meeting of the Executive Committee, however, was held at Nashville, Tennessee, on January 9-10, 1919.

1918-19, Louisville, Kentucky

*President*—C. G. Maphis, University of Virginia.

*Vice Presidents*—E. D. Pusey, Durham, North Carolina; L. L. Friend, West Virginia University.

*Secretary-Treasurer*—E. A. Bechtel, Tulane University.

*Executive Committee* (in addition to President and Secretary *ex officio.*)—W. A. Webb, Randolph-Macon Woman's College; S. M. Barton, University of the South; T. S. Baker, Tome School; J. H. Kirkland, Vanderbilt University; F. H. Gaines, Agnes Scott College.

1919-20, Chattanooga, Tennessee

*President*—Julius T. Wright, University School, Mobile, Alabama.

*Vice Presidents*—J. L. Patterson, University of Louisville; F. B. Trotter, University of West Virginia.

*Secretary-Treasurer*—E. A. Bechtel, Tulane University.

*Executive Committee* (in addition to President and Secretary *ex officio.*)—S. M. Barton, University of the South; J. H. Kirkland, Vanderbilt University; F. H. Gaines, Agnes Scott College; E. D. Pusey, Durham, North Carolina; W. D. Hooper, University of Georgia.

1920-21, Birmingham, Alabama

*President*—J. H. Kirkland, Vanderbilt University.

*Vice Presidents*—J. S. Stewart, University of Georgia; F. F. Hooper, University of Chattanooga.

*Secretary-Treasurer*—E. A. Bechtel, Tulane University.

*Executive Committee* (in addition to President and Secretary *ex officio.*)—F. H. Gaines, Agnes Scott College; E. D. Pusey, Durham, North Carolina. W. D. Hooper, University of Georgia; W. W. Guth, Goucher College; J. T. Wright, Mobile, Alabama.

1921-22, New Orleans, Louisiana

*President*—A. B. Dinwiddie, Tulane University.

*Vice Presidents*—A. L. Bondurant, University of Mississippi; C. B. Glenn, Birmingham, Alabama.

*Secretary-Treasurer*—E. D. Pusey, Durham, North Carolina.

*Executive Committee* (in addition to President and Secretary *ex officio.*)—W. D. Hooper, University of Georgia; W. W. Guth, Goucher College; J. T. Wright, University Military School, Mobile; J. H. Kirkland, Vanderbilt University; L. T. Baker, University of South Carolina.

1922-23, Richmond, Virginia

*President*—S. J. McCallie, McCallie School, Chattanooga, Tennessee.

*Vice Presidents*—Miss Emilie W. McVea, Sweet Briar College; C. C. Henson, Isidore Newman Manual Training School.

*Secretary-Treasurer*—E. D. Pusey, Durham, North Carolina.

*Executive Committee* (in addition to President and Secretary *ex officio.*)—W. D. Hooper, University of Georgia; W. W. Guth, Goucher College; J. H. Kirkland, Vanderbilt University; L. T. Baker, University of South Carolina; A. B. Dinwiddie, Tulane University.

1923-24, Memphis, Tennessee

*President*—L. T. Baker, University of South Carolina.

*Vice Presidents*—W. L. Prince, University of Richmond; Miss Jessie Muse, Girls' High School, Atlanta.

*Secretary-Treasurer*—Theodore H. Jack, Emory University.

*Executive Committee* (in addition to President and Secretary *ex officio.*)—W. W. Guth, Goucher College; J. H. Kirkland, Vanderbilt University; A. B. Dinwiddie, Tulane University; S. J. McCallie, McCallie School, H. W. Chase, University of North Carolina.

1924-25, Charleston, South Carolina

*President*—W. D. Hooper, University of Georgia.

*Vice Presidents*—R. L. Jones, Memphis, Tennessee; C. A. Ives, Louisiana State University.

*Secretary-Treasurer*—Theodore H. Jack, Emory University.

*Executive Committee* (in addition to President and Secretary *ex officio.*)—J. H. Kirkland, Vanderbilt University; W. W. Guth, Goucher College; A. B. Dinwiddie, Tulane University; S. J. McCallie, McCallie School; L. T. Baker, University of South Carolina.

1925-26, Jackson, Mississippi

*President*—N. W. Walker, University of North Carolina.

*Vice Presidents*— E.J. Matthews, University of Texas; M. L. Brittain, Georgia School of Technology.

*Secretary-Treasurer*—Theodore H. Jack, Emory University.

*Executive Committee* (in addition to President and Secretary *ex officio.*)—J. H. Kirkland, Vanderbilt University; A. B. Dinwiddie, Tulane University; S. J. McCallie, McCallie School; L. T. Baker, University of South Carolina; A. A. Murphree, University of Florida.

1926-27, Jacksonville, Florida

*President*—Theodore H. Jack, Emory University.

*Vice Presidents*—C. A. Graeser, College of Charleston; D. M. Nelson, Mississippi College.

*Secretary-Treasurer*—Guy E. Snavely, Birmingham-Southern College.

*Executive Committee* (in addition to President and Secretary *ex officio.*)—J. H. Kirkland, Vanderbilt University; A. B. Dinwiddie, Tulane University; S. J. McCallie, McCallie School; A. A. Murphree, University of Florida; H. D. Campbell, Washington and Lee University.

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## THIRTY-THIRD ANNUAL MEETING

The thirty-third Annual Meeting of the Association will be held in Forth Worth, Texas, December 6-7, 1928. The Commission on Institutions of Higher Education and the Commission on Secondary Schools will meet at the same place, December 4-5, 1928.

# PART II.

*Minutes of the Thirty-second Annual Meeting*

*Jacksonville, Florida*

*December 1-2, 1927*

The Commission on Institutions of Higher Education and the Commission on Secondary Schools held meetings, preliminary to the regular sessions of the Association, on Tuesday and Wednesday, November 29 and 30, in the Hotel Windsor, Jacksonville, Florida. The reports of these two Commissions to the Association will be found in Parts III and IV of these Proceedings.

## THURSDAY, DECEMBER 1, 1927

### Morning Session

The thirty-second annual session of the Association of Colleges and Secondary Schools of the Southern States was called to order by the President of the Association, Dean T. H. Jack, Emory University, at 9 o'clock, Thursday morning, December 1, 1927, in the main auditorium of the First Baptist Church, Jacksonville, Florida. Dr. C. O. Gray, President of Tusculum College at Greenville, Tennessee, offered the invocation. Honorable John T. Alsop, Mayor of Jacksonville, gave the delegates and visitors a most cordial and felicitous welcome. Eloquent response was made by President R. L. Marquis of the North Texas State Teachers College.

Professor Joseph Roemer of the University of Florida gave a brief statement of the entertainment features of the annual meeting. Further announcements were made by the Secretary, Guy E. Snavely, President of Birmingham-Southern College.

On motion, the calling of the roll was dispensed with when the Secretary announced that more than enough delegates had already registered to complete a quorum. On motion, the reading of the minutes of the last annual meeting was dispensed with, because they were included in the printed Proceedings. The report of the Secretary-Treasurer for the year 1926-27 was then offered.

## REPORT OF THE SECRETARY-TREASURER FOR THE YEAR 1926-27

The minutes of the thirty-first annual meeting of the Association, held in Jackson, Mississippi, November 30-December 3, 1926, have been printed in the Proceedings for 1926-27, copies of which have been distributed to all members of the Association.

## RECEIPTS

| | | |
|---|---|---|
| Balance on hand, November 30, 1926 | $1,194.90 | |
| Dues, Institutions on Higher Education | 2,725.00 | |
| Dues, and fees, Secondary Schools | 3,920.00 | |
| Dues, Individual Members | 48.00 | |
| Sale of Proceedings | 151.00 | |
| Inspection Fees, Comm. on Inst. Higher Education | 1,200.00 | |
| Interest on Savings Account | 132.08 | |
| Refunds | 27.51 | |
| Total Receipts | $9,398.49 | $9,398.49 |

## EXPENDITURES

| | | | |
|---|---|---|---|
| Jackson Meeting, 1926 | | $ 104.61 | |
| Jacksonville Meeting, 1927 | | 45.25 | |
| Membership, Council American Education | | 100.00 | |
| Commission on Institutions of Higher Education | | 390.51 | |
| Inspection of Higher Institutions | | 824.97 | |
| Commission on Secondary Schools | | 2,455.04 | |
| (a) General expense, Secretary's office | $216.46 | | |
| (b) Printing Annual Blanks | 144.00 | | |
| (c) High School Quarterly | 666.00 | | |
| (d) Quinquennial Study | 691.29 | | |
| (e) Freshman Grades Reports | 528.72 | | |
| (f) Certificates of Accreditation | 131.59 | | |
| (g) Junior High School Report | 76.98 | | |
| President's Office | | 32.41 | |
| Secretary's Office | | 601.96 | |
| Proceedings and Parts III and IV | | 2,491.35 | |
| Fraternal Delegate to North Central Association | | 123.18 | |
| Refunds | | 16.00 | |
| Commission on College Entrance Requirements | | 131.66 | |
| Total Expenditures | | $7,316.94 | $7,316.94 |
| Balance on hand, November 26, 1927 | | | $2,081.55 |

The cash book, showing in detail all items of receipts and expenditures, the bank book and bank statements, showing deposits and balance on hand, the vouchers for expenditures and the cancelled checks, and the check book are herewith presented; and the Treasurer asks that a committee be appointed to audit the accounts for the year 1926-1927.

Respectfully submitted,

GUY E. SNAVELY, Secretary-Treasurer.

## APPOINTMENT OF COMMITTEES

The chair appointed the following committees:

*Auditing Committee*

Omer Carmichael, Tampa, Florida
Dean J. D. Hoskins, University of Tennessee
Dean C. D. Hall, Texas Christian University
President H. G. Noffsinger, Virginia Intermont College

*Committee on Resolutions*

W. C. Jackson, Vice-President, North Carolina State College for Women
O. C. Carmichael, President, Alabama College
S. H. Whitley, President, East Texas State Teachers College
R. C. Grier, President, Erskine College
E. L. Bailey, Superintendent, Jackson, Mississippi
Thyzra Askew, Principal, North Avenue Presbyterian School, Atlanta

*Committee on Nominations*

Registrar H. H. Caldwell, Georgia School of Technology
W. L. Spencer, Montgomery, Alabama
Professor A. W. Evans, Texas Technological College
Professor J. A. Stoddard, University of South Carolina
Principal J. H. Workman, Pensacola, Florida

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## REPORT OF EXECUTIVE COMMITTEE

1. Secretary-Treasurer Snavely reported for the Executive Committee that, on recommendation of the Commission on Institutions of Higher Education, the following colleges were nominated for membership in the Association:

*a. Four Year Colleges*

Carson and Newman College, Jefferson City, Tennessee
Simmons University, Abilene, Texas
Louisiana Polytechnic Institute, Ruston, Louisiana
Roanoke College, Salem, Virginia
Lynchburg College, Lynchburg, Virginia
Rollins College, Winter Park, Florida
Clemson College, Clemson, South Carolina
Blue Mountain College, Blue Mountain, Mississippi

*b. Teacher Training Colleges*

State Teachers College, Farmville, Virginia
State Teachers College, Harrisonburg, Virginia
East Carolina Teachers College, Greenville, North Carolina
East Tennessee State Teachers College, Johnson City, Tennessee
West Tennessee State Teachers College, Memphis, Tennessee
Stephen F. Austin State Teachers College, Nagodoches, Texas

*c. Junior Colleges*

Andrew College, Cuthbert, Georgia
Whitworth College, Brookhaven, Mississippi
St. Mary's School, Raleigh, North Carolina
Lon Morris College, Jacksonville, Texas

2. On recommendation of the Commission on Institutions of Higher Education, it is proposed that Standard No. 8 of the Standards for Junior Colleges shall be amended as follows:

Effective at the annual meeting of the Association in 1929 and thereafter, Standard No. 8 shall read as follows:

Standard No. 8. Support. The minimum annual operating income for two years of Junior College work should be $20,000.00, of which not less than $10,000.00 should be derived from stable sources other than student fees or payments. If not tax supported, the college should have an endowment of not less than $200,000.00 or, in case of church-supported institutions, an endowment of at least $100,000.00, plus fixed annual contributions of not less than $5,000.00, whose permanence is assured by official statement from the contributing body. Increase in faculty, student body, and scope of instruction should be accompanied by increase of income from such stable sources. The financial status of each Junior College should be judged in relation to its educational program.

3. The following are nominated for membership on the Commission on Institutions of Higher Education, to take the place of committee members whose terms of office had expired:

COLLEGE MEMBERS

Class of 1930

Dean C. H. Barnwell, University of Alabama
Dean A. L. Bondurant, University of Mississippi
Professor E. F. Buchner, Johns Hopkins University
Dean H. D. Campbell, Washington and Lee University
Dean A. M. Dupre, Wofford College
Dean W. L. Fleming, Vanderbilt University
President W. W. Guth, Goucher College
President James R. McCain, Agnes Scott College

Class of 1928

President R. L. Marquis, North Texas State Teachers College
(Vice-Professor E. L. Scott, Louisiana State University, resigned).

SCHOOL MEMBERS

Class of 1930

Associate Superintendent Charles A. Brown, Birmingham, Alabama
Superintendent W. H. Hand, Columbia, South Carolina
Principal C. B. Wallace, Nashville, Tennessee
Superintendent R. H. Watkins, Laurel, Mississippi
Superintendent K. R. Curtis, North Carolina

4. On recommendation of the Commission on Secondary Schools, The Executive Committee presents the following one hundred and ten secondary schools for membership in the Association:

(The list of schools will be found in the Report of the Commission on Secondary Schools in Part IV.)

It is recommended that twenty-seven secondary schools which had failed to meet the accrediting requirements be dropped from membership in the Association.

5. The following are nominated for membership on the Commission on Secondary Schools:

Class of 1930

J. M. Daniel, State High School Inspector, Columbia, South Carolina
E. R. Gabler, Professor of Secondary Education, University of Tennessee
A. M. Blackman, Chief High School Inspector, Austin, Texas
O. A. Shaw, Dean, University of Mississippi
J. H. Highsmith, State High School Supervisor, Raleigh, North Carolina
J. A. Stoddard, Professor of Secondary Education, University of South Carolina
W. A. Bass, State High School Inspector, Nashville, Tennessee
E. J. Matthews, Assistant Dean, University of Texas
Sidney B. Hall, State High School Supervisor, Richmond, Virginia
Edward Conradi, President, Florida State College for Women
J. O. Lewis, Principal, Owensboro, Kentucky
L. R. Johnston, Principal, High Point, North Carolina
Jos. Roemer, Professor of Secondary Education, University of Florida
W. R. Smithey, Professor, University of Virginia.

Class of 1928

M. R. Hinson, State High School Inspector, Tallahassee, Florida, (Vice R. M. Sealey, resigned).

6. The Executive Committee recommends for election as an individual member, R. M. Sealey, Executive Secrtary, Florida Education Association.

On motion, the foregoing recommendations of the Executive Committee were adopted by the Association.

# REPORT OF THE COMMITTEE OF TEN ON COLLEGE ENTRANCE REQUIREMENTS

In accordance with the action taken by the Association at its meeting in Jackson, Mississippi, a committee of ten was appointed to investigate the subject of college entrance requirements and to report to the Association at its meeting in Jacksonville, Florida.

This committee was composed of the following members:

W. K. Greene, Chairman; W. L. Fleming; A. D. Harmon; R. M. Sealey; K. R. Curtis; R. H. Watkins; J. T. Wright; R. H. Coleman; W. R. Smithey; W. A. James.

In making the investigation, the committee sent a questionnaire to every college and secondary school member of the Association. Replies were received from 105 colleges of the Association, thirty-seven four-year non-member colleges, and 516 secondary schools. The information received from these replies was put in tabular form and distributed at the meeting in Jacksonville. At this meeting, 1,500 extra copies were ordered to be printed and the results of the questionaries will be placed in the possession of each member college and secondary school of the Association. This being the case, only that part of the report of the Committee which gives its conclusions and recommendations is printed in the proceedings, as follows:

On the basis of the facts set before you in the printed pamphlet, we, the Committee on College Entrance Requirements, have the honor to present to you the following conclusions and recommendations:

(1) We are of the opinion that the colleges and universities of the Association might profitably take steps to bring about, not uniformity, but a greater uniformity than now exists in college entrance requirements. Obviously, there can be no absolute uniformity in entrance requirements of colleges whose essential character, aims, and external relationships are so varied as is true of the institutions of this Association. We think this neither possible nor desirable. Uniformity in college entrance requirements would serve to weaken the individuality not only of the colleges but also of the secondary schools—particularly the small secondary schools with only one course of study. There exists a remarkable diversity not only in college entrance requirements but also in secondary school courses required for graduation. From an examination of the tables in our possession, it appears that few secondary schools require exactly the same subjects and units for graduation in the different courses offered. Experimentation is hardly possible where things are reduced to uniformity.

There was a time when this Association could have made very rigid, academic entrance requirements, probably by unanimous agreement. It did

not see fit to do so. Those members are still here and they have yearly added to their number other institutions without inquiring into their practices concerning entrance requirements save in respect to the totality of units demanded. This fact accounts for another fact; namely, that the Association, as now constituted, embraces one-half as many separate convictions concerning college entrance requirements as there are college members in it. Therefore, the futility of attempting a settlement on the basis of what some might consider a proper theory of education is clearly demonstrated. It is idle speculation to attempt to settle this question on the basis of the superiority of one subject over another or on the basis of the equality in value of all subjects.

However, we feel that differences in character, aims, and external relationships are not such as to warrant the practice of demanding sixty-two different types of requirements for entrance to college. A greater uniformity in the entrance requirements of several types of colleges with similar character, aims, and relationships would not destroy their individuality because it would not affect adversely the thing they are, nor change the thing they are trying to do.

We would like to see the colleges and universities of the Association classified by the Commission on Institutions of Higher Education (such classification to be acceptable to the Association) into groups, according to their essential character, aims, and relationships. We have, in this Association, Junior Colleges, Teacher-Training Colleges, Agricultural and Mechanical Colleges, State Universities, Private Colleges and Universities for Men, Liberal Arts Colleges for Women, and possibly other classifications.

We would further approve the appointment of a committee by and from each of these groups to study the problem of college entrance requirements for the particular group and to report to that group at the next meeting of the Association. Such action, in our judgment, would ultimately result in reducing the number of different types of requirements for entrance to college.

(2) We note that the total average units presecribed in 516 secondary schools for graduation range from 10.51 units to 13.99 units, according to the course pursued. The total average number of presecribed units for graduation from all courses is 12.60 units. It is true that a number of schools prescribe for graduation far less than an average of 12.60 units. The great majority of schools, however, leave very little election to the student. Assuming that the normal number of units required for graduation is 16, we find that the colleges are more liberal in the matter of electives receiving credit for entrance than are the schools in the matter of electives acceptable for graduation—the average for colleges being 5.91 units as against 3.40 units for the secondary schools.

We, therefore, feel that the secondary school whose graduates go to college might well consider the problem of establishing a group of minimum essentials for graduation with respect to such graduates and that it further might consider, in this connection, the advisability of relaxation in its rigid requirements for graduation in courses designed to prepare for college to the end that the student, after completing the minimum requirements for graduation, be allowed more freedom in the election of subjects that will specifically prepare him for the college of his choice.

If you will call to mind, for a moment, the average number of units offered in various subjects in the secondary school curriculum of the 516 schools and place this beside the difficulty many schools experience in getting their graduates into various colleges, you will readily perceive that the vast majority of schools are not getting full value from their offerings. 112 of the 516 schools are getting this value, but a host of the others are not.

It is our judgment that greater uniformity in entrance requirements among similar types of colleges and less rigidity in graduation requirements of those who expect to go to college constitute, at the present time, the most feasible solution of our problem.

(3) The Committee is of the opinion that the colleges should discontinue the practice of allowing a student to enter with conditions in prescribed entrance units, even though the student presents fifteen acceptable units for admission.

Corwin, in the Journal of College Alumni, Jan. 1917, said: "Entrance conditions serve no educational purpose. They merely bring confusion upon the examiner, distract the freshman in his regular work, alarm his parents, and provide grist for the tutoring mills." What was true for 1917 is equally true for 1927.

A condition is a condition regardless. The type of condition we find in our Southern Association is very troublesome. If an applicant finds himself admitted to college with one or two units of condition in prescribed subjects, he finds himself in a serious situation. Elementary courses are not always offered in the college. The student must make them up as best he can, usually by the beginning of the sophomore year. The elimination of such conditions will save the college from considerable trouble and expense resulting from attendant difficulties in administration and records.

Why should a college accept students with conditions? Why publish requirements for entrance and not exact them. We believe that all students should come into college through the front door.

(4) The Committee feels that every college should require four years of secondary school English for admission. If four years of English are required, the extra requirement will help us to concentrate attention upon the poor quality of work done in many secondary schools. The reasons for this opinion are so apparent it is not necessary to dwell upon them.

We also feel that the few colleges that refuse, under any circumstances, to grant four units of credit for four years of English might well reconsider their position upon this matter.

(5) The duplication of secondary school courses by the colleges has been and still is one of the most serious evils. The subjects now most unnecessarily duplicated are the foreign languages, English, history, mathematics, and science. Many feel that in the present state of science teaching, it is impossible to prevent the duplication of science work in college. Many secondary school men, however, deplore this duplication in science. With reference to English, colleges are expressing a lack of confidence in secondary schools by introducing a sub-freshman course in college grammar. Many text-books for this study are already on the market. Such duplication is injurious and makes the matter of articulation an irritating question.

(6) We are of the opinion that no student, not a graduate of a secondary school, should be admitted to any college of this Association, except by examinations. We think that a study might profitably be made of *where* and *how* these examinations are to be given.

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We, the Committee on College Entrance Requirements, now have the honor to present to you the following recommendations:

(1) We recommend that a Committee be appointed by this Association to study the question of the use of the psychological test as a part of admis-

sion requirements; to consider the advisability of using a uniform test; and to consider the problem of the proper agency for administering the test. One cannot fail to be impressed with the strong endorsement given to this method of admission by many of our own colleges. It has become for some of these a most important element in admission.

Some of our members are opposed to the psychological tests. No such reasons were given for this opposition, however, similar to those received in an investigation made in 1924 by the Association of American Colleges. One college, in that survey, said it was opposed to the test because "The aim of the institution is to develop Christian Character and to induce those students who are found dishonest or untruthful to become Christians." Another opposes them because it teaches students that "if they are obedient to God, His spirit will direct them in regard to life-work and everything else." But even the best of people have been subject to tests since the days of Job.

This investigation is pertinent because colleges and secondary schools alike feel the need of tests of quality and ability as well as of quantity and knowledge. The Scholastic Aptitude Tests of the College Entrance Examination Board show that psychological tests serve better than entrance examinations as the means of predicting success in college.

We further recommend that the Commission on Secondary Schools take up this matter and agree on tests of progressive difficulty to be used in the last two years of the secondary school, especially at the time of graduation. We suggest that at first this be purely a voluntary matter with the schools. The standing made on the test can be incorporated as a part of the student's record and certified to college.

It is further suggested that the colleges of this Association, of their own volition, as a matter of experimentation and for the purposes of furnishing data to the Commission, correlate test scores with grades on freshman college work for the year 1928-1929.

(2) We recommend that a Committee be appointed by the Association whose purpose shall be to make a searching investigation of the vocational and avocational subjects offered for credit in secondary schools and accepted for credit by the colleges. The replies received concerning the determination both of the quality and the quantity of units in these subjects and of the quality and quantity of work required per unit of credit were not altogether satisfactory.

We recommend, also, that the Committee study the problem of the maximum number of units in these subjects that should be credited for entrance to courses leading to liberal arts degrees.

(3) We recommend that a Committee, composed equally of secondary school and college members, be appointed to study the problem of the content of the secondary school course in English, together with methods of instruction and the articulation of the work with freshman college English. A syllabus of minimum essentials in English required for entrance would be helpful. This recommendation is in keeping with the practice of colleges and standardizing bodies in continually revising the definitions of the various subjects.

(4) We recommend that a Committee be appointed to study the problem of comprehensive or content examinations, in specified subjects, that test not only the memory of students but their ability and capacity to *do* college work. Already many of our colleges are giving examinations of this sort in English.

(5) We recommend that a Committee be appointed to study the problem of the affiliation of the accredited senior high school with the colleges of the Association—consideration being given to the relation of junior high school work to college entrance requirements and to the basis of senior high school accreditment.

The rapid development of the junior high school has brought forward the question of adjustment in college entrance requirements to meet the new situation. The North Central Association has already made this adjustment. Seventy-five of the colleges of our Association and 411 of 477 secondary schools are on record as favoring the new plan. In the Fifth Year Book of the Department of Superintendents, Dr. Klein reported that 73% of 626 colleges questioned were ready to adopt a plan for senior high school accreditment, if approved by the accrediting agencies.

(6) We recommend that the uniform entrance blank be so revised as to contain full and complete information of a student's secondary school record, including a record of all failures in courses taken, together with a provision whereby the secondary school principal may certify if the applicant for admission is in the upper-half, upper-third, or upper-fourth of the graduates of the secondary school over a two-year period, including the year of graduation.

(7) We recommend that all the foregoing Committees be broadly representative, with approximately equal representation from secondary schools and colleges, and not necessarily confined to the two Commissions.

We have endeavored to recommend nothing that would interfere either with the admission to college of any graduate who has the will and the capacity to do college work or with the individuality of any school or college. We believe that these recommendations, if worked out and followed will enable the secondary schools to send to the colleges better prepared students and enable the colleges to make a wiser selection of college material.

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## ADDRESS

"Present Day Problems of the Liberal College" was the subject of an illuminating address given by Professor L. B. Richardson, of Dartmouth College. This address is found in Part V of the Proceedings.

The Association adjourned to meet at 2:30 P. M.

## THURSDAY, DECEMBER 1, 1927

### Afternoon Session

The afternoon session was called to order by President Jack.

## REPORTS OF THE COMMISSION ON SECONDARY SCHOOLS

Chairman J. A. Lyon of Tulane University gave a general report of the work of the Commission. He stated that the work of the Commission on Secondary Schools was carried out as announced, with the exception of the address by Arthur J. Klein who was detained on account of illness.

Dr. Lyon announced that there are 928 secondary schools on the accredited list, 110 being new. The net gain for the year is 83, a number having been dropped.

Dr. J. B. Edmonson, fraternal delegate from the North Central Association, made a delightful address to the Secondary Commission which occassioned considerable discussion.

The chief items of discussion before the Commission, in addition to the accrediting of schools, were:

1. Appointment of a committee to take up in general the matter of Military Training, especially with reference to C. M. T. C.
2. The receiving of reports from committees dealing with Specialization of Teachers and The Junior High School.
3. The receiving of report from the Committee on Research in Secondary Education.
4. The Dual System of College Entrance.
5. The Report dealing with interpretation of standards, principally library standards.
6. A committee to consider carefully the revision of procedure in respect to examination of blanks and forms which come in.
7. That no school should be dropped from the accredited list without specific warning, which warning is to stand for one year.
8. The appointment of a committee to confer with a similar committee from the standing committee of Higher Institutions dealing with the junior colleges. The purpose of this being to work out the matter of accrediting the high school departments of junior colleges.
9. The adoption of an important addition to Standard B, Article IV, which deals with the scholastic training of the faculty of the high school.
10. The Quinquennial Study. The publication of this has been promised by the United States Bureau of Education.
11. College Freshman Grades.
12. The recommendation of the budget for the coming year.

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## SECRETARY'S REPORT OF PROCEEDINGS OF COMMISSION

After Vice-President Graeser had taken the chair upon request of President Jack, Dr. Roemer presented four items, outlined in detail in Part IV, requiring the action of the Association. All of them were passed by the Association. They were:

1. Setting up standards for what is known as the other 25% of the teachers of secondary schools who are not required to hold a degree.
2. Passing of the Dual Entrance resolution.
3. Budget.
4. The amendment to the Constitution of the Association.

Superintendent Frank Evans of Spartanburg, South Carolina, presented the following resolution on the subject of inter-school athletics:

Whereas, the time spent on interschool athletics, particularly football, is seriously interfering with scholarship requirements, and with school discipline; and

Whereas, interschool contests have at times a demoralizing effect even upon those who are not members of the teams; Therefore, be it

Resolved, that no interschool game shall take place during recitation periods; that all games shall be played either on holidays or after recitation hours, or at such times as would not cause pupils to miss recitations.

Discussion followed. Supt. J. H. Highsmith, Raleigh, moved that the resolution be tabled for further consideration. The motion was passed.

## FIFTH MEMBER TO COMMISSION

The Executive Committee nominated for additional members on the Commission on Secondary Schools:

J. M. Malone, Principal, Simpson School, Birmingham, Alabama
Father Jerome, Prefect, St. Leo Academy, St. Leo, Florida
John C. Woodward, President, Georgia Military Academy, College Park, Georgia
Julia Poynter, Science Hill School, Shelbyville, Kentucky
Father P. A. Roy, Jesuit High School, New Orleans, Louisiana
J. E. Belka, Dean, Gulf Coast Military Academy, Gulfport, Mississippi
T. E. Whitaker, President, Oak Ridge Institute, Oak Ridge, North Carolina
J. D. Fulp, President, Bailey Military Institute, Greenwood, South Carolina
C. T. Kirkpatrick, Principal, Hume-Fogg High School, Nashville, Tennessee
W. W. Bondurant, Principal, San Antonio Academy, San Antonio, Texas
W. R. Phelps, Principal, Randolph-Macon Academy, Bedford, Virginia

Those named were elected.

## DIGEST OF REPORT ON COLLEGE FRESHMAN GRADES

Dr. Joseph Roemer made a condensed report on Freshman Grades which will be found in Part IV of the Proceedings.

During a discussion the following motion was made by Dr. Blackman:

That in the next report a distinction should be made between the students who are recommended by principals and those who are not.

As a substitute motion Mr. Holt of Durham, North Carolina, moved:

That the report on college failures be made hereafter in two divisions, one showing the failures of students recommended for college by school principals and one showing failures of students not recommended.

Both motions were discussed and the substitute motion prevailed.

Registrar H. H. Caldwell, Georgia School of Technology, moved:

That every higher institution should furnish high schools with grades of their freshman students at the end of each semester.

This motion carried.

## REPORT ON COLLEGE MARKING SYSTEMS

Registrar E. L. Gillis, University of Kentucky, gave the committee report on College Marking Systems, which is to be found in Part V of the Proceedings.

Because of illness, Arthur J. Klein, Chief, Division of Higher Education, United States Bureau of Education, was unable to deliver the address which was scheduled as the concluding number of the afternoon program.

## THURSDAY, DECEMBER 1, 1927

### Evening Session

The Association convened at 6:30 P. M., in the refectory of the Scottish Rite Temple, where members and visitors enjoyed a delightful dinner as guests of the University of Florida and the Florida State College for Women. The dinner was interspersed by several musical numbers, contributed by the two institutions.

## ADDRESSES

At the conclusion of the dinner the delegates adjourned to meet at 8 P. M. in the Assembly Hall upstairs.

A very stimulating address on, "The College and the Individual," was delivered by Associate Director, David A. Robertson, American Council on Education. This address is to be found in Part V of the Proceedings.

Because of a death in the family, President F. P. Keppel, of the Carnegie Corporation, was unable to be present. His assistant, Professor R. M. Lester, brought felicitous greetings which are published in Part V of the Proceedings.

Professor J. B. Edmonson, of the University of Michigan, Secretary of the North Central Association of Colleges and Secondary Schools, brought greetings as fraternal delegate from this Association. His remarks are published in Part V.

Fraternal greetings were also brought by Registrar H. H. Caldwell, Georgia School of Technology, fraternal delegate from the American Association of Collegiate Registrars.

Dr. J. Adair Lyon, Tulane University, made his report as our fraternal delegate to the last meeting of the North Central Association.

Because of the lateness of the hour, President Jack was unable to deliver the presidential address. On motion, unanimously carried, he was requested to offer his address for publication in the Proceedings.

## FRIDAY, DECEMBER 2, 1927

### Morning Session

The Association reconvened shortly after nine o'clock, Friday morning, December 2, 1927, in the main auditorium of the First Baptist Church, with President Jack in the chair.

### ADDRESSES

An address on "The Place of the Dean in the Administrative Organization of the College" was delivered by Dean Charles E. Friley, of the Texas A. & M. College. This address is included in Part V of the Proceedings.

Then followed an address by Registrar J. G. Stipe, Emory University, on "The Place of the Registrar in the Organization," which is published in Part V.

### REPORT OF THE NOMINATING COMMITTEE

The report of the Committee on Nominations is:

President—Supt. H. M. Ivy, Meridian, Mississippi
First Vice-President—Dr. Jos. Roemer, University of Florida
Second Vice-President—Miss Sue Powers, Supt. of Shelby County, Memphis, Tennessee
Secretary-Treasurer—President Guy E. Snavely, Birmingham-Southern College
Executive Committee—Chancellor J. H. Kirkland, Vanderbilt University; Headmaster S. J. McCallie, McCallie School; President A. A. Murphree, University of Florida; Dean H. D. Campbell, Washington and Lee University; Dean Theodore H. Jack, Emory University.

On motion, the vote of the Association was cast by Vice-President Graeser for these nominees, and they were declared duly elected.

### INVITATIONS FOR 1928 MEETING

Dean C. H. Hall, Texas Christian University, made an eloquent appeal for the holding of the 1928 meeting of the Association at Fort Worth, Texas.

Invitations were also extended to the Association to hold its next meeting at Nashville, Tennessee; New Orleans, Louisiana; and Old Point Comfort, Virginia.

### ADDRESS

An address on "Financial Standards for Accrediting Colleges," was delivered by Professor Floyd W. Reeves, University of Kentucky. This is to be found in Part V of the Proceedings.

## REPORT OF COMMITTEE ON RESOLUTIONS

WHEREAS, the Association of Colleges and Secondary Schools of the Southern States is concluding one of its most notable meetings, especially in point of attendance, in the excellence of the reports, papers and addresses presented, in the efficiency manifested by the officers and committees in carrying out the entire program, and in the distinctive and charming character of the cordial reception extended by the City of Jacksonville and its neighbors, therefore,

BE IT RESOLVED:—That the Association make grateful acknowledgment of its appreciation of the efforts of all those who have so generously contributed to the success of this meeting: namely, the City of Jacksonville, the Chamber of Commerce, the University of Florida, the Florida State College for Women, the City Schools, The Parent-Teacher Associations, the Florida Education Association, the Press, the First Bapist Church, the Scottish Rite Temple, the Windsor Hotel, the citizens of Jacksonville who have furnished transportation, the Committee on Arrangements for the excellence of its work, the visiting speakers for their splendid contributions to the program, and especially the President of the Association and all officers and Committees associated with him, for their faithful, wise and zealous administration of the duties imposed upon them.

Signed,
W. C. Jackson, Chairman
S. H. Whitley
R. C. Grier
Thyrza Askew
O. C. Carmichael

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## REPORT OF COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

Dean W. D. Hooper, University of Georgia, Chairman of the Higher Commission, summarized the actions of the Commission with respect to the various details of its work, a full report of which is published in Part III of the Proceedings. These actions include investigation and approval for admission of eight four-year colleges, six teacher-training colleges, and four junior colleges; the decision to retain for the present the list of non-member institutions; the review of fourteen member instiutions that had made triennial reports last year, all of which had made satisfactory improvements except two who were given official warning that satisfactory improvement in maintenance of standards must be made by next year; a study of the triennial reports of eighteen other member institutions, none of whom seemed to be meeting completely the requirements of membership standards.

In connection with the report of the Sub-Committee on Triennial Blanks, certain rumors have reached the Commission as to violations of the Standards by some members. It may be well to remind the members that the Commission has reserved the right to require a report at any time from the members of the Association. The Chair-

man has been formally directed to investigate promptly any case in which he has reason to think that institutions are failing to live strictly up to the standards. If members of the Association will report to the Chairman instances of such violation of standards, they will be investigated.

This Committee also makes general comment on the reports as a whole. Some of these are here inserted as matters of interest to all members of the Association:

"The Committee asks your indulgence in making a few general comments on the reports as a whole. We are pleased with the progress which has been made in a number of particulars, especially in plants and general physical equipment, in larger financial support, in better salaries, in lighter teaching loads, and in the general administration of our colleges.

"On the other hand, the Committee feels that we have had an increase in some undesirable features. Foremost among these is the emphasis on intercollegiate athletics. In some institutions the situation has become acute as to whether academic influences or athletics will rule the institution, and in the case of one of our members, conditions were so aggravated that the president resigned rather than prolong a bitter contest. Apparently our Association has delegated the investigation of such matters to the S. I. C. and the S. I. A. A., and we feel that Association representatives in such organizations should do their best to limit the athletic rampage.

"Another general weakness is in admission practices. The 15 units are generally required, but many institutions have few presecribed units and allow as many as four vocational units; and in general the weak colleges have the weak entrance requirements. We find also that there is a tendency to grant advanced standing on easy terms to students from weak junior or senior colleges.

"We deplore the general lack of interest manifested by many faculties in the work of learned societies and in research and writing or publishing. We believe the time has come for greater emphasis by our Commission on the general atmosphere of the college under consideration, as shown in the points just mentioned, and also as shown in the use of the library, in encouraging students to go on for graduate study, etc. These standards have been lightly regarded in the past, or some institutions would not have been admitted. Perhaps also we have been lax in checking the professional or graduate schools operated by our members; some of our criticisms this year deal with this matter."

## REPORT OF STANDING COMMITTEE ON JUNIOR COLLEGES

This report was delivered by Professor W. J. Battle of the University of Texas. He stated that it has already been reported through the Commission on Higher Institutions. He commented further on the following topics:

1. Tendency of establishing junior colleges to the detriment of the high school.
2. A standing committee of nine was appointed (three elected each year) two years ago, so as to keep the work more regular.

3. Receive, study, and give advice on applications for admission.
4. Two serious difficulties:
   a. One, standard eleven. Difficulty arose in connection with high schools connected with junior colleges having only two years. Joint committee appointed by the junior college standing committee and the higher commission to solve this difficulty.
   b. Question of endowment as settled by amendment passed by the Association.

## REPORT OF THE AUDITING COMMITTEE

The Auditing Committee begs to report that they have examined the books and other records of Secretary-Treasurer Snavely and have found them accurate and correct in every detail. On behalf of the Association the committee desires to express to President Snavely its sincere thanks and appreciation for the unusually excellent manner in which he has transacted the business of this organization and kept its accounts.

Respectfully submitted,

Omer Carmichael
C. D. Hall
J. D. Hoskins
H. G. Noffsinger

## REPORT OF THE EXECUTIVE COMMITTEE

Secretary Guy E. Snavely reported that the Executive Committee had accepted the invitation to meet in Fort Worth, Texas in 1928.

The President then declared the Thirty-Second Annual Meeting of the Association adjourned.

# PART III.

## *Report of the Commission On Institutions of Higher Education*

The Commission consists of Thirty-nine persons, representing colleges and schools, members of the Association, twenty-four from the higher institutions and fifteen from the secondary schools.

### OFFICERS 1927-28

Chairman: Professor W. D. Hooper, University of Georgia, Athens, Georgia
Secretary: Dean A. L. Bondurant, University of Mississippi, University, Mississippi
Council: Cairman and Secretary, ex-officio
Chancellor J. H. Kirkland, Vanderbilt University
Dean C. H. Barnwell, University of Alabama
Principal J. T. Wright, University School, Mobile, Alabama
President James R. McCain, Agnes Scott College
Professor W. J. Battle, University of Texas

### COLLEGE MEMBERS

#### CLASS OF 1928

Dean T. H. Jack, Emory University
President D. M. Key, Millsaps College
President F. L. McVey, University of Kentucky
President H. W. Chase, University of North Carolina
President R. L. Marquis, North Texas State Teachers College
Professor Clarence Graeser, College of Charleston
President F. B. Trotter, West Virginia University.
Professor W. H. Faulkner, University of Virginia

#### CLASS OF 1929

Dean L. T. Baker, University of South Carolina
President D. R. Anderson, Randolph-Macon Woman's College
Professor W. J. Battle, University of Texas
President A. B. Dinwiddie, Tulane University
President W. P. Few, Duke University
Professor W. D. Hooper, University of Georgia
Dean Walter Miller, University of Missouri
*President A. A. Murphree, University of Florida

#### CLASS OF 1930

Dean C. H. Barnwell, University of Alabama
Dean A. L. Bondurant, University of Mississippi
Professor E. F. Buchner, Johns Hopkins University
Dean H. D. Campbell, Washington and Lee University
President James R. McCain, Agnes Scott College
Dean W. L. Fleming, Vanderbilt University
President W. W. Guth, Goucher College
Dean A. M. DuPre, Wofford College

*Deceased, Dec. 20, 1927.

## SCHOOL MEMBERS

### CLASS OF 1928

Principal W. A. James, Galveston, Texas
Principal Jessie Muse, Atlanta, Georgia
Principal S. B. Tinsley, Louisville, Kentucky
Principal C. R. Endsley, Tennessee Military Institute, Sweetwater, Tenn.
Superintendent Harry Howell, Fayetteville, North Carolina

### CLASS OF 1929

Principal C. C. Henson, New Orleans, Louisiana
Principal J. T. Wright, Mobile, Alabama
Principal John H. Workman, Pensacola, Florida
President George P. Butler, Augusta, Georgia
President C. B. Wilcox, Rome, Georgia

### CLASS OF 1930

Associate Superintendent Chas. A. Brown, Birmingham, Alabama
Superintendent W. H. Hand, Columbia, South Carolina
Principal C. B. Wallace, Nashville, Tennessee
Superintendent R. H. Watkins, Laurel, Mississippi
Superintendent Kader R. Curtis, Kinston, North Carolina

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## APPROVED LIST OF COLLEGES AND UNIVERSITIES OF THE ASSOCIATION DECEMBER 1, 1927

### MEMBER INSTITUTIONS

#### *A. Colleges of Arts and Sciences*

Agnes Scott College, Decatur, Georgia
Agricultural and Mechanical College of Texas, College Station, Texas
Agricultural and Mechanical College of Mississippi, Starkville, Mississippi
Alabama College, Montevallo, Alabama
Alabama Polytechnic Institute, Auburn, Alabama
Alabama, University of, University, Alabama
Baylor College for Women, Belton, Texas
Baylor University, Waco, Texas
Berea College, Berea, Kentucky
Bethany College, Bethany, West Virginia
Birmingham-Southern College, Birmingham, Alabama
Bridgewater College, Bridgewater, Virginia
Blue Mountain College, Blue Mountain, Mississippi
Carson and Newman College, Jefferson City, Tennessee
Centenary College, Shreveport, Louisiana
Centre College, Danville, Kentucky
Charleston, The College of, Charleston, South Carolina
Chattanooga, University of, Chattanooga, Tennessee
Clemson College, Clemson, South Carolina
College of Industrial Arts, Denton, Texas
Coker College, Hartsville, South Carolina
Converse College, Spartanburg, South Carolina
Davidson College, Davidson, North Carolina
Duke University, Durham, North Carolina
Elon College, Elon College, North Carolina

Emory University, Atlanta, Georgia
Emory and Henry College, Emory, Virginia
Erskine College, Due West, South Carolina

Florida State College for Women, Tallahassee, Florida
Florida, University of, Gainesville, Florida
Furman University, Greenville, South Carolina

George Peabody College for Teachers, Nashville, Tennessee
Georgetown College, Georgetown, Kentucky
Georgia State College for Women, Milledgeville, Georgia
Georgia, University of, Athens, Georgia
Georgia School of Technology, Atlanta, Georgia
Goucher College, Baltimore, Maryland
Greensboro College, Greensboro, North Carolina
Guilford College, Guilford, North Carolina
H. Sophie Newcomb Memorial College (vid. Tulane University)
Hampden Sidney College, Hampden Sidney, Virginia
Howard College, Birmingham, Alabama
Incarnate Word College, San Antonio, Texas
Johns Hopkins University, Baltimore, Maryland
Judson College, Marion, Alabama
Kentucky, University of, Lexington, Kentucky
Louisiana College, Pineville, Louisana
Louisiana Polytechnic Institute, Ruston, Louisiana
Louisiana State University, Baton Rouge, Louisiana
Louisville, University of, Louisville, Kentucky
Lynchburg College, Lynchburg, Virginia
Marshall College, Huntington, West Virginia
Maryville College, Maryville, Tennessee
Mercer University, Macon, Georgia
Meredith College, Raleigh, North Carolina
Millsaps College, Jackson, Mississippi
Mississippi College, Clinton, Mississippi
Mississippi State College for Women, Columbus, Mississippi
Mississippi, University of, Oxford, Mississippi
Mississippi Woman's College, Hattiesburg, Mississippi
Missouri, University of, Columbia, Missouri
North Carolina College for Women, Greensboro, North Carolina
North Carolina, University of, Chapel Hill, North Carolina
Our Lady of the Lake College, San Antonio, Texas
Presbyterian College of South Carolina, Clinton, South Carolina
Randolph-Macon College, Ashland, Virginia
Randolph-Macon Woman's College, Lynchburg, Virginia
Rice Institute, Houston, Texas
Richmond, University of, Richmond, Virginia
Roanoke College, Roanoke, Virginia
Rollins College, Winter Park, Florida

Salem College, Winston-Salem, North Carolina
Shorter College, Rome, Georgia
Simmons University, Abilene, Texas
South Carolina, University of, Columbia, South Carolina
Southern Methodist University, Dallas, Texas
Southwestern Louisiana Institute, Lafayette, Louisiana
Southwestern, Memphis, Tennessee
Southwestern University, Georgetown, Texas
Spring Hill College, Spring Hill, Alabama

Sweet Briar College, Sweet Briar, Virginia
Tennessee, University of, Knoxville, Tennessee
Texas Christian University, Forth Worth, Texas
Texas, University of, Austin, Texas
The Citadel, Charleston, South Carolina
Transylvania University, Lexington, Kentucky
Trinity University, Waxahachie, Texas
Tunlane University, including H. Sophie Newcomb Memorial College, New Orleans, Lousiana
Tusculum College, Greenville, Tennessee
University of the South, Sewanee, Tennessee
Vanderbilt University, Nashville, Tennessee
Virginia, University of, Charlottesville, Virginia
Virginia Military Institute, Lexington, Virginia
Virginia Polytechnic Institute, Blacksburg, Virginia
Wake Forest College, Wake Forest, North Carolina
Washington and Lee University, Lexington, Virginia
Wesleyan College, Macon, Georgia
West Virginia University, Morgantown, West Virginia
William and Mary College, Williamsburg, Virginia
Winthrop College, Rock Hill, South Carolina
Wofford College, Spartanburg, South Carolina

### *B. Teacher Training Colleges*

East Carolina Teachers College, Greenville, North Carolina
East Tennessee State Teachers College, Johnson City, Tennessee
East Texas Teachers College, Commerce, Texas
North Texas Teachers College, Denton, Texas
Sam Houston Teachers College, Huntsville, Texas
South-West Texas Teachers College, San Marcos, Texas
State Normal College, Natchitoches, Louisiana
State Teachers College, Farmville, Virginia
State Teachers College, Harrisonburg, Virginia
Stephen F. Austin State Teachers College, Nagodoches, Texas
Western Kentucky State Teachers College, Bowling Green, Kentucky
West Tennessee State Teachers College, Memphis, Tennessee
West Texas Teachers College, Canyon, Texas

### *C. Junior Colleges*

Andrew College, Cuthbert, Georgia
Gulf Park College, Gulfport, Mississippi
John Tarleton Agrilcultural College, Stephenville, Texas
Junior College of Augusta, Augusta, Georgia
Lon Morris College, Jacksonville, Texas
Marion Institute, Marion, Alabama
Mars Hill College, Mars Hill, North Carolina
St. Mary's School, Raleigh, North Carolina
Sullins College, Bristol, Virginia
Tennessee Wesleyan College, Athens, Tennessee
Virginia Intermont College, Bristol, Virginia
Ward-Belmont, Nashville, Tennessee
Whitworth College, Brookhaven, Mississippi

The annual meeting of the Commission was held in the Japanese room at the Windsor Hotel, Jacksonville, Florida November, 29- December 1, 1927. The Commission met at 10 a. m., Chairman W. D. Hooper presiding. The following members were in attendance upon the meetings of the Commission.

Alabama—Dean C. H. Barnwell, Associate Superintendent Charles A. Brown, Principal J. T. Wright.

Florida—President A. A. Murphree, Principal John H. Workman.

Georgia—President G. P. Butler, Professor W. D. Hooper, Dean T. H. Jack, President J. R. McCain, Principal Jessie Muse.

Kentucky—Dean P. P. Boyd (representing President F. L. McVey).

Louisiana—President A. B. Dinwiddie, Dean C. A. Ives (representing Professor E. L. Scott), Principal C. C. Henson.

Maryland—Professor E. F. Buchner.

Mississippi—Dean A. L. Bondurant, President D. M. Key, Superintendent R. H. Watkins.

North Carolina—President W. P. Few, Dr. J. T. Wilson (representing President H. W. Chase), Superintendent K. R. Curtis.

South Carolina—Dean L. T. Baker, Professor C. A. Graeser, Superintendent W. H. Hand.

Tennessee—Dean W. L. Fleming, Principal Clarence Wallace.

Texas—Professor W. J. Battle, Principal W. A. James.

Virginia—Dean H. D. Campbell, Professor W. H. Faulkner, President D. R. Anderson.

West Virginia—President F. B. Trotter.

The minutes of the Commission for the previous meeting as published in the Proceedings of the Association were approved.

The Chairman then appointed committees as follows: on Triennial Blanks, on Colleges Applying for Admission into the Association (exclusive of Teacher Training Colleges), on Teacher Training Colleges, and on Nominations.

Applications from Junior Colleges were considered by the standing committee on Junior Colleges.

President Dinwiddie, Chairman of the committee on Non-Member Colleges, submitted the following report: The committee on Non-Member Colleges begs to report that while it believes that the non-member list should be discontinued as soon as practicable, the time is not opportune to do this now.

The committee, however, recommends that the list be not printed in juxtaposition to the member list, and that the misuse or mis-interpretation of the list be prevented by every possible safeguard.

The committee further recommends that frequent periodical reports be required of colleges on the non-member list.

The committee's report on motion was referred to the Council of the Commission with power to act.

The Four Year, Teacher Training and Junior Colleges given below, were, upon recommendation from the various committees and with the approval of the Council, recommend by the Commission to the Executive Committee of the Association for its approval, and if approved to be transmitted to the Association at one of its regular meetings with the recommendation that the institutions be elected members of the Association.

*Four-Year Colleges*

Blue Mountain College, Blue Mountain, Mississippi
Carson and Newman College, Jefferson City, Tennessee
Clemson College, Clemson, South Carolina
Louisiana Polytechnic Institute, Ruston, Louisiana
Lynchburg College, Lynchburg, Virginia
Roanoke College, Roanoke, Virginia
Rollins College, Winter Park, Florida
Simmons University, Abilene, Texas

*Teachers Training Colleges*

East Carolina Teachers College, Greenville, North Carolina
East Tennessee State Teachers College, Johnson City, Tennessee
State Teachers College, Farmville, Virginia
State Teachers College, Harrisonburg, Virginia
Stephen F. Austin State Teachers College, Nagodoches, Texas
West Tennessee State Teachers College, Memphis, Tennnessee

*Junior Colleges*

Andrew College, Cuthbert, Georgia
Lon Morris College, Jacksonville, Texas
St. Mary's School, Raleigh, North Carolina
Whitworth College, Brookhaven, Mississippi.

The Committee on Junior Colleges through its Chairman, Professor Battle, requests that certain changes be made in Standard Number 8 and that this change be effective at the annual meeting of the Association in 1929 and thereafter. The revised standard is to read as follows:

Standard Number 8. Support. The minimum annual operating income for the two years of Junior College work should be $20,000.00, of which not less than $10,000.00 should be derived from stable sources other than student fees or payments. If not tax supported, the college should have an endowment of not less than $200,000.00, or, in case of church supported institutions, and endowment of at least $100,000.00 plus fixed annual contributions of not less than $5,000.00, whose permanence is assured by official statement from the contributing body. Increase in faculty, student body, and scope of instruction should be accompanied by increase of income from such stable sources. The financial status of each Junior College should be judged in relation to its educational program. Revised Standard adopted.

The committee further recommended the adoption of the following resolution:

Inasmuch as Standard Number 11 for Junior Colleges for this Association, adopted in 1926, requires that "Where a Junior College and High School are maintained together, the High School shall have been accredited by this Association," and

Inasmuch as no machinery for accredited preparatory work involving less than four years of high school has been set up by this Association, be it

RESOLVED, That Junior Colleges which applied for membership in 1926 and which meet the conditions of the old Standard Number 11 effective then and

all the other standards effective now shall be eligible for membership at this meeting and shall be required to meet the new Standard Number 11 as soon as machinery for this purpose has been set up by the Association.

This resolution was adopted by the Commission.

President McCain presented the report of the committee on triennial blanks which follows:

Your Committee on Triennial Reports has had for review fourteen institutions which reported last year, but whose reports were deemed insufficient in one or more particulars.

In the case of most of the institutions, the supplemental information shows decided improvement, and they are passed without further criticism. Two institutions are told that while they have made progress their status is not yet satisfactory, and they are asked to report again next year. Three institutions did not show serious enough efforts to meet the criticisms of last year, and they are referred to the Council of the Commission for official warning or for such other action as the Council may determine.

Your committee also had reports from 18 members, submititng the regular triennial information, as follows: Alabama Polytechnic, Mississippi College, Maryville, Texas Christian University, Southwestern (Memphis), College of Charleston, Georgia School of Technology, Presbyterian College of South Carolina, Coker, Winthrop, Virginia Polytechnic, Texas College of Industrial Arts, Shorter, Louisiana College, Our Lady of the Lake (Tex.), Citadel, Furman, Texas A. & M.

The committee reviewed these reports sympathetically, yet with the feeling that strict construction of some rather neglected standards seems wise. Its criticisms are listed as "major" or "minor" according to whether the weaknesses seem to affect vitally the educational efficiency of the institution in point. In each case this year, the committee feel that a further report next year on one or more matters is desirable. In no case did the member institution show absolute adherence to the letter and spirit of our standards.

In one case, we regard the situation as grave, and we are asking for an entirely new report, plus a new inspection.

In 10 cases we are asking for a prompt correction of some serious weaknesses, or for further information about points which we think vital.

In 7 other cases, we ask for reports on what we deem relatively minor points.

The committee ask your indulgence in making a few general comments on the reports as a whole. We are pleased with the progress which has been made in a number of particulars, especially in plants and general physical equipment, in larger financial support, in better salaries, in lighter teaching loads, and in the general administration of our colleges.

On the other hand, the committee feel that we have had an increase in some undesirable features. Foremost among these is the emphasis on intercollegiate athletics. In some institutions the situation has become acute as to whether academic influences or athletics will rule the institution, and in the case of one of our members conditions were so aggravated that the president resigned rather than prolong a bitter contest. Apparently our Association has delegated the investigation of such matters to the Southern Intercollegiate Conference, and the Southern Intercollegiate Athletic Association, and we feel that Association representatives in such organizations should do their best to limit the athletic rampage.

Another general weakness is in admission practices. The 15 units are generally required, but many institutions have few prescribed units and allow as many as four vocational units; and in general the *weak* colleges have the *weak* entrance requirements. We find also that there is a tendency to grant advanced standing on easy terms to students from weak junior or senior colleges.

We deplore the general lack of interest manifested by many faculties in the work of learned societies and in research and writing or publishing. We believe the time has come for greater emphasis by our Commission on the general atmosphere of the college under consideration, as shown in the points just mentioned, and also as shown in the use of the library, in encouraging students to go on for graduate study, etc. These standards have been lightly regarded in the past, or some institutions would not have been admitted. Perhaps also we have been lax in checking the professional or graduate schools operated by our members; some of our criticisms this year deal with this matter.

The committee unanimously present the following recommendations:

1. That a standing Committee on Triennial Reports be appointed.
2. That a special committee be appointed to investigate and report on the degree of Bachelor of Music.
3. That all applicants or members making triennial reports be requested to send a copy of the latest official audit (or a copy of the *printed* report of the Treasurer).
4. That under Standard No. 1, some such comment as this be made: "It is desirable that a faculty committee be officially in charge of admission, and not a registrar or dean only."

Respectfully submitted,

W. P. FEW,
A. A. MURPHREE,
R. H. WATKINS,
SUPT. H. HOWELL,
PRIN. C. C. HENSON,
J. R. MCCAIN, Chairman.

The body of the report as presented by the Chairman was adopted, and also recommendations one, two and three.

The following was adopted instead of recommendation Number 4: Moved that the chair appoint a committee to investigate all matters concerning the administration of admissions and that this committee report to the commission.

The following Four-Year Colleges by order are placed on the list of Non-Member Institutions:

North Carolina—Catawba College, Salisbury.
South Carolina—Limestone College, Gaffney.
Lander College, Greenwood.
Tennessee—Lincoln Memorial, Harrogate.

The following Teacher Training Colleges were also placed on the Non-Member list:

Kentucky, Eastern Kentucky Teachers College, Richmond
State Teachers College, Murray.
Tennessee—Middle Tennessee Teachers College, Murfreesboro.
Texas—South Texas State Teachers College, Kingsville.
Virginia—State Teachers College, Fredericksburg
State Teachers College, East Bradford.

Dean Jack, Chairman of the nominating committee, presented names for the commission's officers for the year 1927-28. He also presented names for the Class of 1930.

The nominations made by the chairman were approved by the Commission and reported to the executive committee.

The names of the members chosen by the commission appear under the caption "Class of 1930."

The officers elected were:

Professor W. D. Hooper, University of Georgia, Chairman; Dean A. L. Bondurant, University of Mississippi, Secretary.

COUNCIL

Chancellor J. H. Kirkland, Vanderbilt University
Dean C. H. Barnwell, University of Alabama
Principal J. T. Wright, University School, Mobile
Professor W. J. Battle, University of Texas
President J. R. McCain, Agnes Scott College.

ALEXANDER L. BONDURANT,

Secretary of Commission on Institutions of Higher Education.

## LIST OF FOUR-YEAR NON-MEMBER COLLEGES

The Non-Member Colleges by resolution passed by the Commission are informed that the inclusion of their names on the Non-Member list from which teachers may be drawn shall not be a warrant for their making use of this fact for advertising purposes in their catalogues or other printed matter, nor as evidence of recognition or accrediting by this Association.

*Alabama*

Athens College, Athens
Woman's College of Alabama, Montgomery

*Florida*

Southern College, Lakeland
Stetson University, De Land

*Georgia*

Bessie Tift College, Forsyth
Brenau College, Gainesville
LaGrange College, LaGrange
Piedmont College, Demorest
State Teachers College, Athens

*Kentucky*

Asbury College, Wilmore
Eastern Kentucky Teachers College, Richmond
Kentucky Wesleyan College, Winchester
Murray State Teachers College, Murray

*Louisiana*

Loyola University, New Orleans

*Mississippi*

Belhaven College, Jackson
Grenada College, Grenada

*North Carolina*

Catawba College, Salisbury
Lenoir-Rhyne College, Hickory
Queens College, Charlotte
State College of Agriculture and Engineering, West Raleigh

*South Carolina*

Chicora College, Columbia
Columbia College, Columbia
Greenville Woman's College, Greenville
Lander College, Greenwood
Limestone College, Gaffney
Newberry College, Newberry

*Tennessee*

Lincoln Memorial College, Harrogate
Middle Tennessee Teachers College, Murfreesboro

Milligan College, Milligan College
Tennessee College, Murfreesboro
Union University, Jackson

*Texas*

Abilene Christian College, Abilene
Austin College, Sherman
Daniel Baker College, Brownwood
Howard Payne College, Brownwood
South Texas Teachers College, Kingsville
Texas Presbyterian College, Milford
Texas Woman's College, Fort Worth

*Virginia*

Hollins College, Hollins
State Teachers College, Fredericksburg
State Teachers College, East Radford

*West Virginia*

Davis-Elkins College, Elkins
Fairmont State Normal School, Fairmont
Salem College, Salem
West Virginia Wesleyan College, Buchannon

# PART IV.

## *Report of the Commission on Secondary Schools*

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## DIVISION I.

### COMMISSION ON SECONDARY SCHOOLS

OFFICERS

Chairman: J. A. Stoddard, University of South Carolina, Columbia, South Carolina

Vice-Chairman: J. A. Lyon, Tulane University, New Orleans, Louisiana

Secretary: Joseph Roemer, Professor of Secondary Education, University of Florida, Gainesville, Florida

MEMBERS

*Alabama*

W. L. Spencer, Chairman, Director of Secondary Education, Montgomery

Leo H. King, Professor of Secondary Education, University of Alabama, Tuscaloosa

John C. Dawson, President, Howard College, Birmingham

D. L. Hovater, Principal, Guntersville

J. M. Malone, Principal, Simpson School, Birmingham

*Florida*

Joseph Roemer, Chairman, Professor of Secondary Education, University of Florida, Gainesville

M. R. Hinson, State Supervisor of High Schools, Tallahassee

Edward Conradi, President, Florida State College for Women, Tallahassee

E. L. Robinson, Director of High Schools, Tampa

Father Jerome, Pryor, St. Leo Abbey, St. Leo

*Georgia*

J. S. Stewart, Chairman, Professor of Secondary Education, University of Georgia, Athens

E. A. Pound, State High School Supervisor, Atlanta

Goodrich C. White, Dean, Emory University, Atlanta

B. F. Pickett, Principal, Newnan

J. C. Woodward, Superintendent, Georgia Military Academy, College Park

*Kentucky*

M. E. Ligon, Chairman, Professor of Secondary Education, University of Kentucky, Lexington

J. B. Holloway, Supervisor of High Schools, Frankfort

C. G. Crooks, Dean, Centre College, Danville

O. J. Lewis, Principal, Owensboro High School, Owensboro

Miss Julia Pointer, Principal, Science Hill High School, Shelbyville

*Louisiana*

C. F. Trudeau, Chairman, State High School Inspector, Baton Rouge

H. L. Garrett, Louisiana State University, Baton Rouge

J. A. Lyon, Newcomb College, Tulane University, New Orleans

S. M. Brame, Principal, Bolton High School, Alexandria

Father P. A. Roy, Principal, Jesuit High School, New Orleans

*Mississippi*

F. C. Jenkins, Chairman, Supervisor of High Schools, Jackson
O. A. Shaw, Dean, University of Mississippi, University
J. R. Lin, Millsaps College, Jackson
H. B. Heidelberg, Superintendent, Clarksdale
J. E. Belka, Principal, Gulf Coast Military Academy, Gulfport

*North Carolina*

J. H. Highsmith, Chairman, State High School Supervisor, Raleigh
R. L. Flowers, Duke University, Durham
L. R. Johnston, Principal, High Point High School
N. W. Walker, Dean, University of North Carolina, Chapel Hill
T. E. Whitaker, President, Oak Ridge Institute, Oak Ridge

*South Carolina*

J. A. Stoddard, Chairman, Professor of Secondary Educations, University of South Carolina, Columbia
R. H. Coleman, College of Charleston, Charleston
W. E. Black, Superintendent, Greenwood
J. M. Daniel, State High School Inspector, Columbia
J. D. Fulp, Superintendent, Bailey Military Institute, Greenwood

*Tennessee*

W. A. Bass, Chairman, State High School Supervisor, Nashville
E. R. Gabler, Professor of Secondary Education, University of Tennessee, Knoxville
S. J. McCallie, Headmaster, The McCallie School, Chattanooga
Frank F. Hooper, University of Chattanooga, Chattanooga
C. T. Kirkpatrick, Principal, Hume-Fogg High School, Nashville

*Texas*

A. M. Blackman, Chairman, Chief High School Supervisor, Austin
E. J. Mathews, Assistant Dean, University of Texas, Austin
S. P. Brooks, President, Baylor University, Waco
R. L. Paschal, Principal, Central High School, Ft. Worth
W. W. Bondurant, Superintendent, Texas Military Institute, San Antonio

*Virginia*

Sidney B. Hall, Chairman, State Supervisor of Secondary Education, Richmond
W. R. Smithey, Professor of Secondary Education, University of Virginia
R. E. Blackwell, President, Randolph-Macon College, Ashland
J. C. Harwood, Director of High Schools, Richmond
W. R. Phelps, Principal, Randolph-Macon Academy, Bedford

CLASS OF 1927-1928

D. L. Hovater, Principal, Guntersville, Alabama
E. L. Robinson, Director of High Schools, Tampa, Florida
G. C. White, Dean of the College, Emory University, Georgia
J. A. Lyon, Newcomb College, Tulane University, New Orleans, Louisiana
J. R. Lin, Professor, Millsaps College, Jackson, Mississippi
R. L. Flowers, Professor, Duke University, Durham, North Carolina
R. H. Coleman, Professor, College of Charleston, Charleston, South Carolina

S. J. McCallie, Headmaster, The McCallie School, Chattanooga, Tennessee
R. E. Blackwell, President, Randolph-Macon College, Ashland, Virginia
W. L. Spencer, State Supervisor of Secondary Education, Montgomery, Alabama
M. R. Hinson, State High School Inspector, Tallahassee, Florida
E. A. Pound, State High School Supervisor, Atlanta, Georgia
J. B. Holloway, State High School Supervisor, Frankfort, Kentucky
C. F. Trudeau, State High School Inspector, Baton Rouge, Louisiana
R. L. Paschal, Principal, Central High School, Fort Worth, Texas

CLASS OF 1928-1929

Leo H. King, Professor of Secondary Education, University of Alabama, Tuscaloosa, Alabama
J. S. Stewart, Professor of Secondary Education, University of Georgia, Athens, Georgia
M. E. Ligon, Professor of Secondary Education, University of Kentucky, Lexington, Kentucky
H. L. Garrett, Professor, Louisiana State University, Baton Rouge
J. C. Dawson, President, Howard College, Birmingham, Alabama
B. F. Pickett, Principal, Newnan, Georgia
C. G. Crooks, Dean, Centre College, Danville, Kentucky
S. M. Brame, Principal, Alexandria, Louisiana
H. B. Heidelberg, Superintendent, Clarksdale, Mississippi
W. E. Black, Superintendent, Greenwood, South Carolina
Frank F. Hooper, Professor, University of Chattanooga, Chattanooga, Tennessee
S. P. Brooks, President, Baylor University, Waco, Texas
J. C. Harwood, Principal, Richmond, Virginia
F. C. Jenkins, Supervisor of High Schools, Jackson, Mississippi
N. W. Walker, Dean, University of North Carolina, Chapel Hill, N. C.

CLASS OF 1929-1930

J. M. Daniel, State High School Inspector, Columbia, South Carolina
E. R. Gabler, Professor of Secondary Education, University of Tennessee, Knoxville
A. M. Blackman, Chief High School Inspector, Austin, Texas
O. A. Shaw, Dean, University of Mississippi, University, Mississippi
J. H. Highsmith, State High School Supervisor, Raleigh, North Carolina
J. A. Stoddard, Professor of Secondary Education, University of South Carolina, Columbia
W. A. Bass, State High School Inspector, Nashville, Tennessee
E. J. Mathews, Assistant Dean, University of Texas, Austin, Texas
Sidney B. Hall, State High School Supervisor, Richmond, Virginia
Edward Conradi, President, Florida State College for Women, Tallahassee, Florida
J. O. Lewis, Principal, Owensboro, Kentucky
L. R. Johnston, High Point High School, High Point, North Carolina
Jos. Roemer, Professor of Secondary Education, University of Florida, Gainesville, Florida
W. R. Smithey, Professor, University of Virginia, University, Virginia

CLASS OF 1930-1931

J. M. Malone, Simpson School, Birmingham, Alabama
Father Jerome, Pryor, St. Leo Abbey, St. Leo, Florida

J. C. Woodward, Superintendent, Georgia Military Academy, College Park, Georgia

Miss Julia Pointer, Principal, Science Hill School, Shelbyville, Kentucky

Father P. A. Roy, Principal, Jesuit High School, New Orleans, Louisiana

J. E. Belka, Principal, Gulf Coast Military Academy, Gulfport, Msisissippi

T. E. Whitaker, President, Oak Ridge Institute, Oak Ridge, North Carolina

J. D. Fulp, Superintendent, Bailey Military Institute, Greenwood, South Carolina

C. T. Kirkpatrick, Principal, Hume-Fogg High School, Nashville, Tennessee

W. W. Bondurant, Superintendent, Texas Military Institute, San Antonio, Texas

W. R. Phelps, Principal, Randolph-Macon Academy, Bedford, Virginia

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## DIVISION II.

### HISTORY OF THE MEETINGS OF THE COMMISSION

1. Created by the Association of Colleges and Secondary Schools of the Southern States in annual session at Tuscaloosa, Alabama, November, 1911.

2. Organized at Nashville, Tennessee, April, 1912. Joseph S. Stewart, Chairman; Bert E. Young, Secretary.

3. First annual meeting held at Spartanburg, South Carolina, November, 1912. Joseph S. Stewart, Chairman; N. W. Walker, Secretary.

4. Called meeting held at Richmond, Virginia, April, 1913. Joseph S. Stewart, Chairman; N. W. Walker, Secretary.

5. Second annual meeting held at Knoxville, Tennessee, November, 1913. Joseph S. Stewart, Chairman; N. W. Walker, Secretary.

6. Third annual meeting held at Charlottesville, Virginia, October, 1914. Joseph S. Stewart, Chairman; N. W. Walker, Secretary.

7. Fourth annual meeting held at Nashville, Tennessee, October, 1915. Joseph S. Stewart, Chairman; N. W. Walker, Secretary.

8. Fifth annual meeting held at Durham, North Carolina, November 13-17, 1916. R. E. Blackwell, Chairman; B. W. Torreyson, Secretary.

9. Sixth annual meeting held at Atlanta, Georgia, November, 1917. W. H. Hand, Chairman; Harry Clark, Secretary.

10. Seventh annual meeting held at Nashville, Tennessee, November, 1918. McHenry Rhoades, Chairman; Harry Clark, Secretary.

11. Eighth annual meeting held at Louisville, Kentucky, December, 1919. L. L. Friend, Chairman; Harry Clark, Secretary.

12. Ninth annual meeting held at Chattanooga, Tennessee, December, 1920. A. B. Hill, Chairman; Harry Clark, Secretary.

13. Tenth annual meeting held in Birmingham, Alabama, November 29 and 30, 1921. C. A. Ives, Chairman; A. B. Hill, Secretary.

14. Eleventh annual meeting held in New Orleans, Louisiana, December 5 and 6, 1922. C. A. Ives, Chairman; Jos. Roemer, Secretary.

15. Twelfth annual meeting held in Richmond, Virginia, December 4 and 5, 1923. C. A. Ives, Chairman; Joseph Roemer, Secretary.

16. Thirteenth annual meeting held in Memphis, Tennessee, December 2 and 3, 1924. N. W. Walker, Chairman; Jos. Roemer, Secretary.

17. Fourteenth annual meeting held in Charleston, South Carolina, December 1 and 2, 1925. H. B. Heidelberg, Chairman; Jos. Roemer, Secretary.

18. Fifteenth annual meeting held in Jackson, Mississippi, November 30 and December 1, 1926. W. L. Spencer, Chairman; Jos. Roemer, Secretary.

19. Sixteenth annual meeting held in Jacksonville, Florida, November 29 and 30, 1927. J. A. Lyon, Chairman; Jos. Roemer, Secretary.

TABLE I

SUMMARY OF SECONDARY SCHOOLS ACCREDITED BY THE COMMISSION, 1927-28

| STATES | Old Schools | Retained | Dropped | New | Total |
|---|---|---|---|---|---|
| Alabama | 59 | 59 | 0 | 6 | 65 |
| Florida | 85 | 84 | 1 | 13 | 97 |
| Georgia | 82 | 80 | 2 | 15 | 95 |
| Kentucky | 97 | 95 | 2 | 8 | 103 |
| Louisiana | 89 | 87 | 2 | 5 | 92 |
| Mississippi | 46 | 46 | 0 | 3 | 49 |
| North Carolina | 76 | 72 | 4 | 11 | 83 |
| South Carolina | 49 | 49 | 0 | 4 | 53 |
| Tennessee | 69 | 61 | 8 | 5 | 66 |
| Texas | 135 | 125 | 8 | 25 | 150 |
| Virginia | 60 | 60 | 0 | 15 | 75 |
| Total | 847 | 818 | 27 | 110 | 928 |

TABLE II

SHOWING THE GROWTH OF SECONDARY SCHOOLS SINCE THE ORGANIZATION OF THE ASSOCIATION

| Session | Years | Public | Private | Total |
|---|---|---|---|---|
| 2 | 1896 | 2 | 11 | 13 |
| 3 | 1897 | 3 | 20 | 23 |
| 4 | 1898 | 3 | 23 | 26 |
| 5 | 1899 | 3 | 33 | 36 |
| 6 | 1900 | 2 | 38 | 40 |
| 7 | 1901 | 2 | 36 | 38 |
| 8 | 1902 | 4 | 41 | 45 |
| 9 | 1903 | 3 | 34 | 37 |
| 10 | 1904 | 3 | 34 | 37 |
| 11 | 1905 | 4 | 31 | 35 |
| 12 | 1906 | 4 | 31 | 35 |
| 13 | 1907 | 4 | 26 | 30 |
| 14 | 1908 | 6 | 26 | 32 |
| 15 | 1909 | 5 | 33 | 38 |
| 16 | 1910 | 6 | 34 | 40 |
| 17 | 1911 | 5 | 32 | 37 |
| 18 | 1912 | 5 | 33 | 38 |
| *19 | 1913 | 125 | 36 | 161 |
| †20 | 1914 | 208 | 70 | 278 |
| 21 | 1915 | 245 | 63 | 308 |
| 22 | 1916 | 269 | 78 | 347 |
| 23 | 1917 | 292 | 75 | 367 |
| 24 | 1918 | 336 | 73 | 409 |
| 25 | 1919 | 365 | 78 | 443 |
| 26 | 1920 | 329 | 85 | 414 |
| 27 | 1921 | 455 | 100 | 555 |
| 28 | 1922 | 524 | 104 | 628 |
| 29 | 1923 | 589 | 116 | 705 |
| 30 | 1924 | 625 | 129 | 754 |
| 31 | 1925 | 629 | 130 | 759 |
| 32 | 1926 | 714 | 133 | 847 |
| 33 | 1927 | 777 | 151 | 928 |

*No list for Florida or Arkansas.

†Full report for all thirteen Southern States.

TABLE III

Showing Number of Public and Private Secondary Schools Accrediated by the Commission for 1927-28

| STATE | Type of School PUBLIC | PRIVATE | TOTAL |
|---|---|---|---|
| Alabama | 55 | 10 | 65 |
| Florida | 89 | 8 | 97 |
| Georgia | 80 | 15 | 95 |
| Kentucky | 77 | 26 | 103 |
| Louisiana | 83 | 9 | 92 |
| Mississippi | 45 | 4 | 49 |
| North Carolina | 67 | 16 | 83 |
| South Carolina | 47 | 6 | 53 |
| Tennessee | 41 | 25 | 66 |
| Texas | 138 | 12 | 150 |
| Virginia | 55 | 20 | 75 |
| TOTAL | 777 | 151 | 928 |
| Percent of each type | 83.8 | 16.2 | 100 |

## STANDING COMMITTEES

### 1. JUNIOR HIGH SCHOOL

W. L. Spencer, Chairman; M. R. Hinson, N. W. Walker, H. L. Garrett.

### 2. COMMITTEES ON UNIT COURSES

#### ENGLISH

E. L. Robinson, Chairman; E. J. Mathews, Goodrich C. White, J. M. Daniel.

#### MATHEMATICS

Frank F. Hooper, Chairman; C. R. Wilcox, Robert H. Coleman, Joe Jennings, R. L. Flowers.

#### CLASSICAL LANGUAGES

R. F. Thomason, Chairman; Father Jerome, R. E. Blackwell.

#### MODERN FOREIGN LANGUAGES

R. E. Blackwell, Chairman; Edward Conradi.

#### THE SOCIAL SCIENCES

J. R. Lin, Chairman; E. R. Gabler, A. M. Blackman, H. L. Garrett, M. E. Ligon.

#### NATURAL SCIENCES

Leo H. King, Chairman; J. A. Lyon, D. L. Hovater, L. L. Friend, W. A. Graham, Mark Godman.

#### PRACTICAL AND VOCATIONAL ARTS

J. A. Stoddard, Chairman; J. Henry Highsmith, E. A. Pound, Charles F. Trudeau.

#### THE AESTHETIC ARTS

Joseph S. Stewart, Chairman; J. Henry Highsmith, W. L. Spencer.

PHYSICAL EDUCATION *(Including Athletics)*

Joseph S. Stewart, Chairman; Frank F. Hooper, W. A. Bass, W. E. Black.

BIBLE

T. E. P. Woods, Chairman; J. H. Highsmith, J. M. Daniel.

### 3. REVIEWING COMMITTEE ON UNIT COURSES OF STUDY

J. S. Stewart, Chairman; E. L. Robinson, Frank F. Hooper, R. F. Thomason, R. E. Blackwell, J. R. Lin, Leo H. King, J. A. Stoddard, S. J. McCallie.

### 4. PROGRAM COMMITTEE

J. A. Lyon, Chairman; W. L. Spencer, Vice-Chairman; Joseph Roemer, Secretary.

### 5. COMMITTEE ON COOPERATION WITH THE UNITED STATES BUREAU OF EDUCATION

W. R. Smithey, M. E. Ligon, W. L. Spencer.

### 6. REVISION OF BLANK

J. A. Stoddard, Chairman; F. C. Jenkins, S. B. Hall.

### 7. FRESHMEN COLLEGE GRADES

Jos. Roemer.

## ROUTINE COMMITTEES

1. Special Studies

Specialization of Teachers.
W. E. Ligon, Chairman; F. C. Jenkins, E. L. Bailey.

2. Active Committees to report at next meeting of Commission.

a. Military Training Credit.
S. J. McCallie, Chairman; W. L. Spencer, H. L. Garrett.

b. Reorganization of the Machinery of the Commission for Reviewing Blanks.
E. J. Mathews, Chairman; J. S. Stewart, F. C. Jenkins.

c. Relation of Secondary School to the Junior College.
S. B. Hall, Chairman; C. G. Crooks, E. L. Robinson.

3. Retiring Committees

a. Auditing Committee.
R. H. Coleman, Chairman; F. C. Jenkins.

b. Budget Committee.
J. C. Harwood, Chairman; S. B. Hall, W. L. Spencer.

c. Appeals Committee.
E. J. Mathews, Chairman; S. M. Brame, F. F. Hooper

d. Nominating Committee.
C. G. Crooks, Chairman; C. F. Trudeau, E. L. Robinson.

# MINUTES OF THE COMMISSION ON SECONDARY SCHOOLS

## Tuesday, November 29, 1927

The Commission convened promptly at 9:00 with Chairman J. A. Lyon presiding. All members of the Commission were present except five. A large number of friends were introduced and were given a hearty welcome to attend all of the sessions of the Commission.

Upon the vote of the Commission, the minutes of the previous meeting were omitted. It was deemed unnecessary to read them as they had already been printed in the Proceedings of last year.

At this point Chairman J. A. Lyon took some time in introducing to the Commission certain phases of the Standards. A heated discussion arose in the case of several Texas schools as to the strict interpretation of the Standard on Length of Term. The blank interprets nine months to mean 175 days during which time the school is actually in session. The following resolution was passed which finally brought the matter to a definite conclusion:

> That schools not up to the standard on account of unavoidable things, providential, because of things over which those schools have no control, be retained on the list and advised.

At this point a heated discussion arose regarding a motion which was made by Dr. Stewart, for a special committee to be empowered to act upon all new schools applying for admission. It was the opinion of many of the members that the present methods were superior to what we would have if we passed a resolution creating a special committee of 5, 7, 9 or 11 members whose duties would be to pass upon all new schools. One group argued that this committee would unify the action taken on all new schools. The opposing group argued that such a committee would be so large that it would be ineffective as its action would be perfunctory.

After a long discussion a motion was passed authorizing the chairman to appoint a committee of three to take the whole matter under consideration and report back to the Commission later. The motion adopted read as follows:

> That a committee be appointed to which this whole matter be referred.

The Chairman later appointed the following members to serve on this committee:

E. J. Mathews, Chairman; J. S. Stewart.

Before adjourning the Chairman appointed the following special committees:

AUDITING COMMITTEE

R. H. Coleman
F. C. Jenkins

BUDGET COMMITTEE

J. C. Harwood
S. B. Hall
W. L. Spencer

NOMINATING COMMITTEE

C. G. Crooks
C. F. Trudeau
E. L. Robinson

APPEALS COMMITTEE

E. J. Mathews
S. M. Brame
F. F. Hooper

There being no other business the Commission adjourned to break up into reviewing committees to pass on the schools applying and to reassemble at 3 o'clock.

Before adjourning the morning session the Secretary read a communication from Superintendent W. E. Black of Greenwood, South Carolina, stating that he was unable to attend the Commission due to the sudden death of his father. Upon the instructions of the Commission the Secretary sent the following communication to Superintendent Black:

Mr. William Ernest Black,
1013 East Boulevard,
Charlotte, North Carolina.
Dear Superintendent Black:

It is with sincere regret that we learn of the death of your father and forward herewith the resolution adopted by our Commission.

Whereas, Superintendent William Ernest Black of Greenville, South Carolina, is one of our respected and honored members; and

Whereas, A sad bereavement has come into his life through the death of his father on Wednesday, November 3rd; therefore

Be it Resolved, That this Commission unanimously sends its condolence and sympathy to him and to the members of his family.

The Secretary also read a telegram at this time from Dean N. W. Walker of the University of North Carolina stating that owing to the death of his mother he would not be able to attend the Commission. Acting upon the instructions of the Commission, the Secretary later sent the following communication to Dean Walker:

Dean N. W. Walker,
University of North Carolina,
Chapel Hill, North Carolina.
Dear Dean Walker:

It is with sincere regret that we learn of the death of your mother and forward herewith the resolution adopted by our Commission.

Whereas, Dean N. W. Walker of the University of North Carolina is one of our respected and honored members; and

Whereas, A sad bereavement has come into his life through the death of his Mother on Monday, November 28th; therefore

Be It Resolved, That this Commission unanimously sends its condolence and sympathy to him and to the members of his family.

## TUESDAY, NOVEMBER 29, 1927

*Afternoon Session*

The Commission convened at 3:00 P. M. in regular session.

The first item taken up was a report of the Reviewing Committees. This report is found elsewhere in the proceedings. The Chairman announced that Dr. A. J. Klein of the United States Bureau of Education, who was to address the body, was ill and would not be able to arrive until the next day.

Under the heading of addresses by fraternal delegates, Dr. J. B. Edmonson, high school visitor for the University of Michigan and Secretary of the North Central Association, was presented to the Commission. After an address by Dr. Edmonson, at the request of the Chair, he conducted a round table upon the problems common to the two Associations to the very great delight and help of all. Dr. Edmonson's address follows:

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## THE WORK OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

By the Fraternal Delegate, J. B. Edmonson, Secretary of the Association, University of Michigan, Ann Arbor

Members of the Commission on Secondary Schools of the Association of Colleges and Secondary Schools of the Southern States:

I am instructed to bring to you the fraternal greetings of the North Central Association of Colleges and Secondary Schools and to voice the desire that the Southern Association send a fraternal delegate to the meeting of the North Central Association in Chicago in March, 1928. Our association greatly values the exchange of delegates between the two principal regional stndardizing agencies of the North and the South. In past years our delegates to your association have returned with gratifying accounts of the progress and strength of the Southern Association. In turn your fraternal delegates to the North Central meetings have contributed much to the value of our annual programs. I hope, therefore, that the happy practice of the exchanging of fraternal delegates may be continued.

It is doubtless unnecessary to remind you of the fact that our associations are very much alike in ideals, standards, and procedures. It is true that the North Central Association includes more territory and has a larger list of approved schools than the Southern Association. It cannot be said, however, that the North Central Association has accomplished more for education in its section than has been accomplished by the Southern Association in its territory.

Before entering into a discussion of certain problems that the North Central Association is attempting to solve, I wish to direct attention to certain characteristics of the northern and southern associations. In the first place, our associations are voluntary organizations. There is no law that compels a secondary school or higher institution to accept the standards. In my opinion, part of the strength of our associations arises from the fact that schools elect to accept the standards rather than accepting the standards because of compulsion. In turn our associations enjoy a freedom in dealing with schools be-

cause of the voluntary character of its membership. When schools elect to join either of our associations, they thereby obligate themselves to observe the standards. It is, therefore, difficult for a school to justify protesting against dismissal from membership when the cause for dismissal arises from a failure to observe the promise made by the school.

In the second place, our associations are under the direction of a group of representative men and women in the fields of secondary and higher education. At the recent meeting of the North Central Association the statistics of attendance showed: college and university presidents present, 86; college and university deans, 63; college and university professors, 29; junior college representatives, 1; teacher training representatives, 3; university and state inspectors, 39; superintendents of schools, 36; public high school principals, 123; non-public secondary school principals, 3; classroom teachers in public schools, 2; sisters of religious orders, 70; and miscellaneous classifications, 40. I am glad to note that the attendance at the meeting of the Southern Association is equally representative. This fact is a guarantee that our associations will treat with careful consideration the interests of all types of educational institutions.

In the third place, our associations are forward looking bodies. It is true that they are conservative in that they hold the schools to relatively high standards. They are, however, organizations that are constantly studying standards to the end of making them conform more nearly to best practice. In recent years both of the associations have studied or are studying problems involving teacher-preparation, pupil load, preparation of the principal, status of the junior high school, college-entrance requirements, and curriculum problems. These studies and numerous others have helped the associations to avoid the blighting effects of a type of standardization that ignores the results of trial and experimentation.

For those not familiar with the North Central Association a brief statement of a few essential facts may be of interest. Our association was established in 1895 by a small group of representatives of higher institutions and secondary schools. The charter members of the Association were representatives from seven states. The Association has since increased its territory until it now includes twenty states.

The association consists of representatives of universities, colleges, normal schools, academies, and high schools holding membership. In order to have this membership a school must be on one of the approved lists of the association and must pay the annual fees. Each institution is entitled to one member. The work of the association is very largely carried on by three standing committees known as commissions. These commissions are as follows: commission on secondary schools, commission on institutions of higher education, and commision on unit courses and curricula. These standing committees or commissions prepare reports which are later submitted to the association for consideration.

The annual meeting of the association is really a business meeting of the representatives of the higher institutions and high schools on the approved list in which respect it is not unlike your association.

I have placed in your hands a circular giving the policies, regulations and standards for the accrediting of secondary schools by the North Central Association. You will find by comparing the standards defined in this circular with those defined by the Southern Association that there is a surprising degree of similarity. In fact, there are no important differences on the essential matters. This fact is indicative of the marked degree of similarity in the problems. The present standards for secondary schools are the result of many changes since the framing of the first standards in 1904. Each year has brought a few modifications.

The meeting of the association in 1925 will doubtless stand out in its history as the time when the most far-reaching changes in standards were made. Among these were the following: (1) The association increased the number of hours of professional training from 11 to 15 and provided that the new requirement should become effective in September, 1925. This change was made after a referendum vote participated in by the secondary schools and colleges of the Association.

In 1925, the standard dealing with the teaching load was redefined and greater freedom granted schools in the matter of the size of class sections. The standard was also modified so as to take account of all persons assisting classroom teachers, such as vocational advisers, study hall teachers, clerks, and others.

In 1925, the Association also went on record as favoring the requirement for graduation of three units of English, two units of social science, one unit of biological or general science, and one unit of physical education or health.

In 1925, the pupil load of work was brought to the association's attention, and it was recommended that only such students as ranked in ability of the upper twenty-five per cent of the student body should be allowed to take more than four units for credit. Your standard relating to pupil load is more definite than ours and I am inclined to believe it is a better statement.

In 1927, our Association adopted two policies which may in time have far-reaching influence. The first policy reads, "Where schools are organized as distinct three year senior high schools the Commission will take account only of the work done in the last three years, i. e., 10th, 11th and 12th grades." This policy is intended to insure a desirable degree of independence to the junior high school. The second policy relates to the desirability of giving inexperienced teachers the benefit of an apprenticeship year of training. It reads,

(a) The Commission on Secondary Schools recommends that a teacher with less than one year of teaching experience should not be assigned more than four classes per day and should not be assigned full responsibility for any extra-curricular activity or complete charge of a large study hall or session room. It is further urged that special care should be taken to assign classes to a beginning teacher in major or minor fields of academic preparation.

(b) The Commission on Secondary Schools further recommends that each approved secondary school should feel responsible for furnishing training in service for a limited number of beginning teachers in order that an adequate supply of well trained secondary school teachers may be furnished to the profession. In determining the number of beginning teachers that a school should employ, careful account should be taken of the adequacy and efficiency of the supervisory staff. It is not assumed that a school furnishing beginning teachers a year of training in service is under any special obligation to retain such teachers as regular members of the instructional force.

As the author of the foregoing statement of policy, I may be justified in urging you to examine it carefully and to consider it from the standpoint of improving the quality of the training of our beginning teachers. It should be noted that it represents a recommendation to schools and is in no sense intended to be a requirement for approval.

It has occurred to me that you might be interested in a partial statement of some of the problems that have come before our Association in recent years. As I read these you will recognize many of the issues that have been debated on the floor of your own association.

One of these problems was presented by the leaders in the field of commercial education who requested that a list of approved commercial schools be prepared. The association, through a committee, made a study of the advisability of undertaking this extension of its work as a standardizing agency. The com-

mittee reported favorably and proposed a set of standards. It was finally agreed, however, that only those commercial schools should be accredited that met the usual standards of the secondary school. It was further decided to postpone indefinitely the question of seeking to standardize commercial schools in general.

Another problem that has aroused much interest in the association is that of the professional training of secondary school teachers. In 1925 and again in 1926, a special committee of the association presented a report on the undergraduate curriculum for prospective teachers in secondary schools.

The Association also has a committee at work on the question of professional courses to be required in preparation for secondary school teachers. The work of this committee has been particularly valuable in calling attention to the undefined character of the field of education and the tendency to count as education a number of courses that are clearly general rather than professional.

The spread of the 6-3-3 plan of school organization in the North Central states has forced the association to face the problem of the defining of college-entrance requirements to take better account of the work of the junior high school. In 1926 a committee recommended that "the commission on secondary schools request the association to repeat its urgent invitation to the colleges included within the North Central territory to revise their terms of admission in such manner as to permit students to qualify for entrance on the basis of units of work—eleven or twelve in number—accomplished in the tenth, eleventh, and twelfth grades of the secondary school." The association, at its meeting in March, 1927, approved a report for the framing of college-entrance requirements in terms of the senior high school.

The North Central Association has also had under consideration many other problems. Among these were: "Should the association frame standards for junior high schools?" The North Central Association answered this question in the negative on the ground that the junior high school movement was too new to lend itself to standardization. "Should the association prepare a separate list of private and independent schools?" Our association did not favor this proposal. "Should the association define the amount of training for teachers of special and vocational subjects?" Our association did not favor this proposal.

The territory of the United States is now covered by five regional standardizing agencies; namely, the New England Association of Colleges and Secondary Schools, the Association of Colleges and Preparatory Schools of the Middle States and Maryland, the Southern Association of Colleges and Secondary Schools, the North Central Association of Colleges and Secondary Schools, and the Northwest Association of Secondary and Higher Schools. All states except California and Nevada are now in one of these regional standardizing associations. The growth of these regional agencies is indicative of the desire of many schools to reap the many advantages to be derived from cooperative undertakings. This growth is illustrated by the North Central Association which has extended its approval to a total of 2,092 secondary schools and 251 institutions of higher learning. These schools constitute about one-fourth of the high schools in the twenty states in the association and had a total enrollment in 1927 of 850,350 pupils.

I feel that the secondary schools of the United States have gained a great deal from the work of the regional standardizing agencies. It is common opinion that the secondary schools of the north and south have gained the following advantages from the work of the associations in setting standards: Our associations have served as pace makers for the larger schools. Our associations have carried on investigations that have influenced organization and procedure of secondary schools. Our associations have afforded an opportunity for

the secondary school principals to give expression to their views on problems involving the relationship of the colleges and the secondary schools. Lastly, our associations have secured for the schools on its lists a recognition throughout the United States such that could not be secured by any state standardizing agency.

In visiting your association I am impressed with the fact that the work is being done by the leaders in higher education and secondary education in the southern states. I believe that the same claim could be made for the North Central Association. It is a very encouraging sign when the men and women occupying positions of influence in education are willing to give freely their time to the work of standardization. There can be little danger that a standardizing agency will become autocratic and repressive in its influence as long as the burden of work is carried by those who hold positions of responsibility.

May I, in closing, again remind you of the genuine desire of the North Central Association to continue the present very delightful plan of exchanging fraternal delegates.

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## QUESTIONS ARISING FROM THE SECRETARY'S CORRESPONDENCE

Under this heading the following list of problems, which have come to the office of the Secretary during the year, were passed out to the Commission for its consideration:

1. What is the standard for maps and charts? (Spencer).
2. Shall we continue to issue certificates to accredited schools? It will cost $150.00 a year.
3. Shall we publish the codification of rules and regulations of the Commission prepared by Dr. Lyon?
4. What is the present status of second unit of Bible?
5. How shall standard dealing with science be interpreted where there are 60 minute periods?
6. Will four 60 minute periods meet the standard?
7. Why not retire the standing committees on unit courses of study? (Spencer)
8. Is there not a good reason for outlining a unit in physical education and get it accepted as one of the 16 required for graduation? (Spencer)
9. Define "Beginning teachers and principals" in Article IVb of the standards for Secondary Schools.
10. Can we standardize a two year high school that is connected with a junior college? (Hall)
11. The Quinquennial Study was finished in July. Its publication is held up on account of funds. Shall be ask for its publication?
12. Shall we resume our relations financially with the National Committee on Research in Secondary Education? (Smithey)
13. Will a nearby public library answer satisfactorily the standard on library requirements? (Stoddard)
14. Why not have individual members in the Southern Association like the North Central Association does?
15. Should not our Equity Committee be more strict? (Mathews)
16. Should not standards be enforced more rigidly? (Mathews)
17. Should the Southern Association prepare a transfer blank for use in transferring work from one high school to another.
18. Should the second unit of Bible be considered as one of the sixteen standard units required for graduation?

19. Is membership fee to high? (Hall)
20. How many periods should be given to vocational agriculture and home economics, provided periods are sixty minutes in length? (Jenkins)
21. Could not the blank be shortened? (Ligon)
22. Why not accredit schools for three years as the North Central Association does? (Ligon)
23. Do we have a recommending grade? (Harwood)
24. What is the maximum size class? What is the maximum "teaching load?" (Ligon)
25. Should there not be a minimum enrollment for a secondary school?
26. What is the status of military credit?

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## CREDIT FOR MILITARY TRAINING

The Commission elected to discuss No. 26 first. The Secretary at this point presented Major B. C. Riley, Director of General Extension of the University of Florida and Civilian Aide in the Fourth Co-area, C. M. T. C. work, to the Commission. Major Riley at the request of the Fourth Co-area Commander presented a matter to the association having to do with the problem of giving high school credit for summer camp work in C. M. T. C. units. His report follows:

The twenty-seventh annual conference of the Association of Colleges and Secondary Schools of the Southern States held in New Orleans, Louisiana, December 7 and 8, 1922, passed the following resolution found on page 67 of your proceedings:

"It appearing from this report that the course of study prescribed by the War Department is thorough and comprehensive, that the officers detailed to schools having R. O. T. C. units are competent instructors, and that ample time is being allotted for such instruction in the schools having such theoretical textbook and class room work in Military Science, the Commission on Accredited Schools recommends to the Southern Association of Colleges and Secondary Schools in session in New Orleans, December 7, 1922, that Military Science be accepted as an optional credit for one (1) unit where it is shown by the record that one or more officers are detailed by the War Department as instructors in Military Science and that the course of instruction prescribed by the War Department is pursued for a period of two (2) scholastic years."

Since this resolution was passed, military training has been duly recognized and is now offered in thirty-nine (39) of the secondary schools in the states governed by the Southern Association. During the same past five years the developments in the field of Citizens' Military Training Camp work have been such that it makes it necessary to ask your Commission to consider a wider interpretation of this regulation regarding military credit. At present a high school credit is authorized in secondary schools for two years of Junior R. O. T. C. work carried on under standard conditions as set out by the War Department. For the same reasons that you recognize this Junior R. O. T. C. work, it is now necessary to ask that young men be given a parallel privilege of earning one military credit in summer Citizens' Military Training Camps. The work in these camps is organized and administered entirely by the War Department just as the Junior R. O. T. C. work, approved by your Commission for credit.

In order that the Commission may see the details involved in this request, the following analysis is offered, giving the content of the work now accepted

for one unit of military training done in the secondary schools and the work done in Citizens' Military Training Camps which we desire, to have accepted.

I

Work done in Junior R. O. T. C. as accepted by Southern Association for one High School unit of credit in Military Science

| | Junior R. O. T. C. | |
|---|---|---|
| Physical Training | 1st year | 2nd year |
| Mass athletics— | | |
| Calisthenics | | |
| Supervised athletics | 20 hours | 15 hours |
| Citizenship | 0 | 0 |
| Hygiene and First Aid | 0 | 10 |
| Rifle Marksmanship | 24 | 9 |
| Artillery | 0 | 0 |
| Drill (including ceremonies and inspections) | 40 | 40 |
| Military courtesy | 3 | 0 |
| Infantry equipment | 6 | 0 |
| Camping and Marching | 3 | 0 |
| Scouting and Patroling | 0 | 18 |
| Guard Duty | 0 | 4 |
| Totals | 96 hours | 96 hours |

Total for two years Junior R. O. T. C. 192 hours of work.

II

Work done in Citizens' Military Training Camps for which the War Department desires the Southern Association to give one High School unit of credit in Military Science.

| | | | C. M. T. C. | |
|---|---|---|---|---|
| Physical Training | | | Basic camp | Red Camp |
| Mass athletics— | | | 1st year | 2nd year |
| Calisthenics (15½) | | | | |
| Supervised athletics (56½) | | | 72 hours | 72 hours |
| Citizenship | | | 5 | 5 |
| Hygiene and First Aid | | | 4 | 4 |
| Rifle Markmanship | | | 28 | 0 |
| Artillery (6) | | | | 58 |
| Drill (as follows): | | | | |
| Infantry | 25 | | 6 | |
| Inspections | 20 | | 20 | |
| Ceremonies | 3½ | | 3½ | |
| Practice March | 8 | | 8 | |
| | | | 56½ | 37½ |
| Totals | | | 165½ hrs | 176½ hrs |

Totals for two C. M. T. Camp 342 hours of work.

NOTE—One-third (1/3) of all hours listed in above Jr. R. O. T. C. and C. M. T. C. schedules are handled as recitation clock hours. Two-thirds (2/3) are laboratory clock hours; consequently, Junior R. O. T. C. work equals one hundred and twenty-eight (128) clock hours of recitation, and three hundred

and forty-two (342) clock hours devoted to C. M. T. C. recitation and laboratory work equals two hundred and twenty-eight (228) clock hours of recitation.

It is clearly evident from the accompanying schedule of hours that the Commission is being asked to grant a unit of High School credit for attendance at the Basic and Red C. M. T. Camps involving a program covering three hundred forty-two (342) clock hours of recitation and laboratory work in addition to a regulation now in operation under the authorization of the Commission, accepting a program of one hundred ninety-two (192) hours of the same kind of work conducted in the same manner in schools with an R. O. T. C. for one military credit. It is understood, of course, that both of these plans are worked entirely under the control of the War Department.

In determining the value of C. M. T. C. work as compared to Junior R. O. T. C. work, the following points may be of assistance:

It is understood by the Army officers in charge of this educational work that one unit of regular high school credit calls for five (5) forty (40) minute recitation periods two (2) laboratory periods being equal to one (1) recitation period a week for thirty-six (36) weeks, making a total of one hundred eighty (180) recitation periods or one hundred twenty (120) clock hours of recitation work.

All Junior R. O. T. C. and C. M. T. C. programs are worked out in such a manner that one-third of the total number of hours put in are considered recitation hours and two-thirds are field or laboratory hours. As a result (counting two laboratory hours as one recitation hour), the one hundred ninety-two (192) hours devoted to the first two years of the Junior R. O. T. C. program, equals one hundred twenty-eight (128) clock hours of recitation work as compared to 120 clock hours of recitation work done in the regular class room for any other subject; consequently, this is one reason why you accept Junior R. O. T. C. work for one unit of high school credit.

Further, the program of work conducted at the Basic and Red C. M. T. Camps calls for three hundred forty-two (342) hours of work equal to two hundred twenty-eight (228) clock hours of recitation work as compared to the one hundred twenty(120) hours of recitation work done in the regular class room for a unit of credit. Consequently, we urge you to accept this program which calls for materially more work than the first two years of Junior R. O. T. C.

Mr. Chairman, in conclusion permit me to say that I realize that it is impossible to go into a discussion of this matter in a general meeting at this time; consequently, I will be delighted to meet a committee in order to discuss fully, if necessary, the history, plan, purpose and program of the Citizens' Military Training Camps as well as the reasons why the work should be recognized at this time for high school credit.

Respectfully submitted,

B. C. RILEY.

A DAY'S PROGRAM IN C. M. T. C.

| | |
|---|---|
| 6:15 A. M. | Reveille |
| 6:20 - | Assembly |
| 6:20- 6:45 | Setting up exercises, etc. |
| 6:45- 7:20 | Breakfast |
| 7:20- 8:30 | Infantry Drill (School of the Soldier, etc.) |
| 8:30- 9:30 | Lecture (Citizenship, etc.) |
| 9:30-10:30 | First Aid and Military Hygiene |
| 10:30-11:30 | Rifle Instruction |
| 11:30 - | Recall |

| | |
|---|---|
| 12:00-12:30 | Dinner |
| 1:00 P. M. | Assembly for mass athletics |
| 1:00- 4:00 | Mass Athletics |
| 4:00- 5:00 | Preparation for ceremonies |
| 5:00- 6:00 | Dress Parade |
| 6:30 - | Supper |
| 7:00-10:00 | Study or supervised |
| | Moving pictures |
| | Dances |
| | Musicales |
| | Amateur Shows |
| | Smokers. |

Following presentation of this report a motion prevailed authorizing the Chair to appoint a committee from the Commission to take this matter under advisement and study and report back one year later. The following committee was appointed: S. J. McCallie, W. L. Spencer, F. C. Jenkins.

At this point the Commission adjourned to meet at 9:00 a. m., November 30th.

## WEDNESDAY MORNING, NOVEMBER 30

The Commission met in regular session at 9:00 at the call of Chairman Lyon.

The first item of interest was the report of the Equity Committee by Chairman Mathews. In making his report Chairman Mathews said, "the Equity Committee in making its report does so upon these fundamental principles:

1. "That all new schools are required to meet all standards completely.
2. "That old schools will be given one year in which to correct their weak spots.
3. " 'Warning' means a school will be given one year in which to correct its deficiences."

The report was then presented.

To the Commission on Secondary Schools:

The Appeals Committee makes the following report:

*Texas*

The Texas Reviewing Committee submitted the cases of eight new schools and one old one. It is recommended that all of the eight new ones be deferred at least another year and that the old one, Whitewright High School, be retained with warning, this being its first failure.

*Alabama*

The Alabama Committee brought us five old schools, Minor High School of the Ensley District, State Secondary Agricultural High School at Sylacauga, Gadsden High School, Etowah County High School at Attalla, Dale County High School at Ozark. We recommend that all be retained and warned.

*South Carolina*

We recommend that the Anderson Girls' High School, a new school, be not accepted.

*Virginia*

We recommend that St. Catherine's School, Westhampton, an old school, be retained and warned.

*North Carolina*

We recommend that Aberdeen High School and the Asheville School, both old schools, be retained and warned.

*Georgia*

We recommend that the Wrens High School at Wrens, Georgia, a new school, be not accepted.

*Kentucky*

We recommend that the High School of Bethel Woman's College, at Hopkinsville, a new school, be not accepted.

*Tennessee*

We recommend that the Central High School of Chattanooga be retained and warned.

Respectfully submitted,

E. J. MATHEWS,
F. F. HOOPER,
S. M. BRAME, Appeals Committee.

At the close of the report of the Committee on Appeals a heated discussion arose over some problems that came up in connection with this report. The discussion arose over the disposition of the high school departments of the four following junior colleges that were applying for admission: Martha Washington College, Abingdon, Virginia; Louisburg College, Louisburg, North Carolina; Andrew College, Cuthbert, Georgia; Bethel Woman's College, Hopkinsville, Kentucky. After a full discussion a committee of three was appointed to confer with a like committee from the Commission on Higher Institutions to work out a plan to be followed hereafter in disposing of all secondary schools that are connected with junior colleges. As the motion prevailed for the appointment of this special committee to deal with this whole problem, the report of the Committee on Appeals was passed. The Chair appointed the following committee on the junior college-secondary school problem: S. B. Hall, Chairman; C. G. Crooks, E. L. Robinson.

At this point Mr. Spencer raised the question that this special committee named above should also be charged with the responsibility of considering the adjustment that is involved in the problem of the coordination of the junior-senior high school. He contended that the junior-senior high school coordination was a part of the whole problem of high school and college coordination. The committee was instructed so to consider the matter. The Commission at this point adopted the following resolution to be followed in the warning of schools:

1. No school applying may be dropped without a year's warning.
2. Any school warned shall be dropped the following year if the school persists in violating the same standard.

At this place the Chair appointed two committees as follows:

Committee on Revision of Blank: J. A. Stoddard, F. C. Jenkins, S. B. Hall.

Committee on Military Training: S. J. McCallie, W. L. Spencer, H. L. Garrett.

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## JUNIOR HIGH SCHOOL

H. L. Garrett next presented the report on the Special Study of the Junior High School. After receiving the report, the Commission voted that it be accepted and filed. The report follows:

### CURRICULUM REORGANIZATION IN SOUTHERN JUNIOR HIGH SCHOOLS

(A COMMITTEE REPORT)

*Presented by H. L. Garrett, Louisiana State University*

Two years ago your Committee on the Junior High School presented, as its report, a survey of the junior high school situation in the South. This report was concluded with a discussion of the Cardinal Principles of Secondary Education in their relation to the junior high school and with a statement of the outstanding features of that institution.

The report of your committee this year deals with a single phase of the earlier investigation, the problem of curriculum reorganization. The present investigation has for its main purpose to find out in what ways and to what extent the widely discussed and somewhat generally accepted seven objectives, as set forth in "Cardinal Principles of Secondary Education" (Bureau of Education Bulletin, 1918, No. 35), are being recognized in the reorganization of the junior high school curriculum. This study is similar in design to a more comprehensive committee report, entitled "The Curriculum and the Seven Objectives," which was read by Professor C. O. Davis before the 1925 meeting of the National Association of Secondary School Principals.

To secure information with regard to what is being done in their schools, principals of junior high schools were asked to answer a series of eleven questions pertaining to the reorganization of the curriculum in the light of the seven objectives: (1) Health; (2) Command of the fundamental processes; (3) Worthy home membership; (4) Vocation; (5) Citizenship; (6) Worthy use of leisure; (7) Ethical character. It may be well to repeat the list of questions here.

1. Has the above list of objectives or any similar list directly influenced the curriculum of your school?
2. Have you undertaken the reorganization of your curriculum in the light of these objectives?
3. If so, which of these objectives have figured most conspicuously in this reorganization?
4. In just what ways has your curriculum been modified so as to realize these objectives?

5. In which subjects have you made the most thorough-going revision of the courses of study?

6. How long have such revisions been under way in your school?

7. How many teachers in your school have had courses in the junior high school curriculum?

8. In what ways have you found that problems of curriculum reorganization can be most effectively handled in your school?

9. In reorganizing your curriculum on the basis of these objectives, what is the most serious obstacle you have encountered?

10. How would you suggest that this obstacle be overcome?

11. Do you feel that on the whole the curriculum of your school is properly adjusted to the needs of adolescent youth and to the needs of your community?

A certain amount of repetition or overlapping to be noted in the questions seems justified in the light of the data secured.

That this questionnaire might be sent to principals of representative junior high schools in each southern state, high school supervisors in the several state departments of education were asked to list the schools in their respective states which, in their opinion, were making real progress in reorganizing curricula. In the case of certain states, the questionnaire was sent to all junior high schools that could be located. Questionnaires were mailed to 151 schools. Sixty-eight schools responded, but only 65 schools furnished usable information. In a number of cases the information was quite incomplete. Schools in every state represented in the Southern Commission were heard from. The number of replies from schools by states is shown below:

| | | | |
|---|---|---|---|
| Alabama | 16 | North Carolina | 4 |
| Florida | 12 | South Carolina | 2 |
| Georgia | 2 | Tennessee | 3 |
| Kentucky | 3 | Texas | 19 |
| Lousiana | 1 | Virginia | 3 |
| Mississippi | 3 | | |

Additional data with regard to grades included, enrollment and teaching staff for the 65 schools are shown below. All data are for the 1927-28 session.

Grades Included in Junior High Schools Reporting:

Grades 7-8-9—36 schools.
Grades 7-8—12 schools.
Grades 6-7-8—14 schools.
Grades 8-9—1 school.
Grades 8-9-10—1 school.

Sixty-four schools furnished data as to grades included. Fifty of these, nearly 80 percent, are three-year schools.

Of the sixty-four schools furnishing data as to enrollment,

16 schools have fewer than 250 pupils
12 schools have from 251 to 500 pupils
15 schools have from 501 to 750 pupils
8 schools have from 751 to 1,000 pupils
13 schools have over 1,000 pupils

The median enrollment happens to be exactly 600 pupils.

The range in enrollment is from 50 to 1,859.

For the 65 schools included in this study, the number of teachers employed is shown below:

| No. of Teachers | No. of Schools |
|---|---|
| 1-10 | 18 |
| 11-20 | 11 |
| 21-30 | 17 |
| 31-40 | 7 |
| Over 40 | 12 |

The median number of teachers for the 65 schools is 25. The range is from 5 to 57 teachers.

Since a large number of the junior schools returning the questionnaire are located in cities, this investigation has to do with the large junior high schools. The typical school in this study is one with 25 teachers and with 600 pupils in grades 7-9.

## SUMMARY OF DATA FROM SCHOOLS

Policies and procedures in relation to the reorganization of curricula and courses of study in the 65 junior high schools can perhaps be most effectively presented by summarizing what the principals have to say in answer to the questions submitted to them. Current tendencies, prevailing practices, and outstanding problems are clearly set forth in these responses.

Questions One and Two may properly be considered together, since the first merely asks whether any statement of objectives has influenced the curriculum, and the second asks whether recognition of these objectives has led to any attempt to reorganize the curriculum. Fifty-seven principals claim that the publication of lists of objectives has influenced the development of the curriculum. Three principals answer the first question in the negative. Fifty-five principals answer the second question in the affirmative, while two say that they have not attempted any reorganization in the light of the seven objectives. Since seven out of eight of the principals answer both questions affirmatively, it is safe to say that the seven objectives are clearly before the junior high schools in the South.

Question Three inquires as to which objectives have been most influential in curriculum reorganization. Only 52 principals answered this question. Six of these claim that all seven objectives have been definitely concerned in curriculum modifications in their schools. Forty-six principals mention objectives separately a total of 144 times. The distribution of the 144 times is shown in the tabulation which follows, the six schools claiming all seven objectives not being included.

| Objective | Number of times mentioned by 46 principals |
|---|---|
| Health | 28 |
| Command of fundamental processes | 18 |
| Worthy home membership | 9 |
| Vocation | 31 |
| Citizenship | 32 |
| Worthy use of leisure | 14 |
| Ethical character | 12 |

The emphasis upon three objectives, Health, Vocation, and Citizenship is significant. These three together were mentioned 91 times out of 144, 63 percent of the total. This showing for the three objectives in question is fully sustained by data presented later in this study.

Questions Four and Five relate to actual changes in curricula and courses of study which have been made in the light of the seven objectives. In

general, the principals interpreted the fourth question broadly to include extra-curriculum activities as well as curriculum adjustments. The tabulation of data for Question 4 shows the responses grouped somewhat roughly with reference to the three objectives, Health, Vocation and Citizenship.

I. Modifications which suggest the attainment of the vocational objective include the following:

| Activities | No. of Schools Mentioning |
|---|---|
| Introduction of vocational or occupational studies | 14 |
| Introduction of exploratory or try-out courses | 8 |
| Provision for vocational guidance | 5 |
| Study of projects connected with local industries | 4 |

II. Activities which suggest mainly the attainment of the citizenship objective include the following:

| Activities | No. Schools |
|---|---|
| Provision for training in citizenship | 9 |
| Provision for clubs of various kinds | 11 |
| Provision for extra-curriculum activities | 9 |
| New program in social studies introduced | 3 |

III. Modifications which suggest the health objective include the following:

| Activities | No. Schools |
|---|---|
| More emphasis upon health instruction | 10 |
| Better program for instruction in physical education | 9 |
| Medical and dental examination, school nurse | 6 |

IV. Other modifications in the program of studies which were mentioned by two or more principals include the following:

| Activities | No. Schools |
|---|---|
| Provision for home room | 7 |
| Provision for pupil participation | 4 |
| Revised or enriched program (no details) | 6 |
| More emphasis upon the assembly period | 3 |
| Provision for playground supervision | 2 |
| More emphasis upon the fundamental processes | 3 |
| Better provision for recreation | 2 |
| Wider use of the library | 2 |
| General activities period provided | 2 |
| Use of lectures | 2 |

The following activities were mentioned once each as being concerned in the reorganization of the program of studies:

Directed study; departmental teaching; sectioning pupils according to ability; foreign languages; lengthening of school day; visual education; honor society; student council; fine arts; student organizations; socialized activities; instruction in moral code; practical arts.

The foregoing tabulations are significant chiefly in two particulars. First, they reveal the preponderant emphasis upon education for health, vocation, and citizenship in the organized junior high school curriculum. While the classification made of the data is crude, it is interesting to note that out of the total of 134 responses, 88 (about two-thirds) suggest one or the other of these three objectives. Second, the data show the diversity of ideas among junior high school principals in respect to what constitutes recognition of the seven objectives.

What some of the principals say about how they are modifying their programs may be worth noting. One describes the situation in his school thus: "Health instruction, vocational guidance, try-outs, have been put in the curriculum. All courses are undergoing reorganization with the teaching of citizenship as the outstanding aim." Another, in outlining the procedure in his school, mentions "the re-statement of objectives of each subject; statement of outcomes desired; listing of desirable material; introduction of new subjects; organization on broad scale of extra-curricular activities, and home-room activities."

In still another school the adjustments were made by "setting up (1) broadening and finding courses; (2) an activity period; (3) a comprehensive physical education program; and (4) reorganization of the social science department." "Physical education for all pupils; occupations in all grades; training in citizenship and government in all grades; work in practical arts and the art of living," constitute the modifications that have been introduced in one school. Other changes which are mentioned are such as these: "Using home room period as a vocational guidance period." "Clubs, assembly, home room, student participation, affiliation with city vocation." Complete revision in both subject group and time allotment for grades 7 and 8; addition of try-out material in short courses; comprehensive extra-curricular-activity program; testing to check objective 2 (command of fundamental processes); fuller physical education program."

Question Five asks about the subjects in which the most thoroughgoing revisions of courses of study have been made. In the responses to this question, there is great diversity to be found in the practices of the junior high schools. The tabulation which follows shows the number of times each subject is mentioned as being reorganized. No attempt is made to group or classify the subjects, the subject titles being reported just as the principals give them.

Subjects in Which Reorganization of Materials is Reported

| Subject | No. Times Mentioned | Subject | No. Times Mentioned |
|---|---|---|---|
| Social studies | 28 | Fine Arts | 5 |
| English | 17 | Manual arts | 4 |
| Mathematics | 16 | Home Economics | 4 |
| Health (hygiene) | 12 | Commerce | 3 |
| Occupations | 9 | Physical education | 2 |
| Industrial arts | 6 | Foreign language | 2 |
| Science | 6 | | |

Three principals say that all subjects are undergoing revision. These replies, necessarily, could not be tabulated.

There is a marked agreement of correspondence between the subjects most often reorganized and the objectives most frequently mentioned. If we assign to the vocational group of studies all occupational, pre-vocational and exploratory offerings, which might include occupations, industrial arts, manual arts, commerce and, perhaps, home economics, we find these subjects mentioned 26 times. The frequency for this group stands next to the social studies which heads the list with mention by 28 schools. Reorganizations of courses pertaining to the Health objective, which would include hygiene and physical education, are reported 14 times. While English (17) and mathematics (16), among the traditional academic subjects, outrank health and physical education, the showing for the latter courses is significant.

The preponderant influence of the objectvies of health, vocation, and citizenship is revealed in the list of subjects which are being reorganized just as

clearly as it is in questions 3 and 4. Out of a total of 114 responses for all subjects, the social studies (28), the vocational studies (26), and the health and physical education courses (14), are mentioned 68 times, about 60 percent of the total.

A good account of how curriculum adjustments, including reorganization of courses, have been made in one city junior high school is contained in the following quotation from a letter which the principal sent along with the questionnaire:

"We started our Junior High School three years ago. Of course, our curriculum now is completely different from the old elementary school. I will be specific with changes in different subjects.

"1. Hygiene—

"This subject has been greatly modified to promote health. We try to test each child and check up health defects. We encourage pupils to remove these defects. We use four half-periods per week in physical education along with book study. We closely supervise our cafeteria and try to promote proper diet.

"2. Manual Arts—

"Of course, this study has been added entirely to the curriculum of the old elementary school. During our three years of work we will give all boys some work in Mechanical Drawing, Architectural Drawing, Woodwook, Elements of Concrete, Plumbing, Household Electricity, and each boy has to be able to tear down and assemble a motor for a motor car.

"3. Social Studies—

"Courses of this kind have been worked out and have practically their whole object to teach pupils how to better perform the duties of citizenship. Much extra-curricular material is used for this same subject.

"4. English—

"English courses are arranged to meet better the needs of everyday life, also, the introduction of Literature and a good library has helped remarkably to guide the use of leisure time.

"5. Home Economics—

"Courses in foods and clothing have been added for girls.

"6. Music—

"Courses in Orchestra and Chorus are given to add to leisure time and phases of vocational training.

"Mathematics—

"The regular courses in Mathematics have been changed to the general Mathematics courses as worked out for Junior High Schools.

"Under remarks, I will say that many of the most desirable features of the Junior High School are worked out through extra-curricular activities. All of the seven cardinal principles are worked at some time or another through the home room organization. Such work as scouting and other clubs cover many of these educational objectives."

Question Six asks how long the movement for reorganization of the curriculum has been under way in junior high schools in the South. Replies from fifty schools indicate that the movement is in its infancy in the majority of schools. In exactly one-half of the schools reporting, this work has been going on two years or less. Twenty-three schools report that efforts to reorganize the curriculum have been made from three to five years. Only two schools report that they have been engaged in this business for more than five years.

Have teachers in these junior high schools had special training for their positions? This is the inquiry made in Question Seven. Only fifty schools answered this question definitely. The fifty schools for which data are available employ 1,309 teachers of whom 833, about 63 percent, have had some

kind of course pertaining to the junior high school. Only six schools report less than one-fourth of their teachers as having had such courses. In 18 schools, between one-fourth and one-half have had special training. Ten schools report between one-half and three-fourths of the teachers with training. Eighteen schools report over three-fourths of their teachers as having had courses dealing with the junior high school, eleven of these claiming that 100 percent of the teachers have had such courses. While the question specified courses dealing with the curriculum of the junior high school, it was not possible to tell from the data anything about the nature or content of the courses which these 833 teachers have taken. In the light of the data from these schools, it appears that teachers are showing a considerable and commendable degree of professional interest in the work they are doing, since five out of eight of them have taken special courses of some kind dealing with problems of the junior high school. The problem of adequate professional preparation of teachers is discussed further in connection with another question.

What means or procedures are principals finding most effective in handling their problems of curriculum reorganization? Question Eight makes this inquiry, and 41 principals return somewhat adequate data. Their replies show marked diversity of both opinion and practice, though a few ideas are dominant in their suggestions. A total of 51 items are listed by the 41 principals. The tabulation which follows shows the suggested procedures with their frequencies:

| Suggested Procedures | No. Times Mentioned |
|---|---|
| Through faculty committees | 24 |
| Through teacher conferences | 12 |
| By study of objectives (No details) | 5 |
| Gradual introduction of new ideas | 2 |
| Adapting program to local conditions | 2 |
| Training teachers in service | 2 |
| Progressive leadership | 2 |
| By means of publicity | 1 |
| By employing teachers who are in smypathy with junior high school ideals | 1 |

The outstanding feature of the data for this question is the strong emphasis upon teacher co-operation, in conferences, by committees, or in other ways, as the most effective procedure in solving problems arising in curriculum reorganization. More than three-fourths of all the suggestions require or imply this type of procedure.

What some of the principals say about how they handle their problems may be shown by means of a few quotations such as the following:

"Allow teachers to assist with the work."

"Through departmental committees working under a general curriculum committee."

"Through teacher co-operation."

"By committees of teachers working on it throughout the year. Gradual changes."

"Through departmental committees; study of literature available on curriculum revision; examination and study of revised curricula of recent years."

"By a thorough knowledge of the aims and objectives of the junior high school together with a knowledge of local needs."

One city director of high schools writes that it is a "very difficult problem. Teacher committees under leadership of director or supervisor in charge of department."

Question Nine asks about the most serious obstacles encountered by junior high school principals in reorganizing the curriculum. Most of the 46 principals who answer this question have more than one difficulty. Altogether about fifteen different obstacles are mentioned by the 46 principals, the total frequency for the 15 items being 69. Only five of these are mentioned more than five times each, but these five difficulties are listed a total of 51 times. The serious obstacles which are mentioned are listed below with their frequencies:

| | |
|---|---|
| Lack of teacher preparation | 21 |
| Tradition | 11 |
| Lack of funds | 7 |
| Lack of time | 6 |
| Securing suitable textbooks | 6 |

Other difficulties, with the frequencies reported, are the following: Inadequate equipment (3); State law (3); determining objectives (2); teacher inertia (2); articulation with senior high school (2); college entrance requirements (2); formal discipline (1); lack of leadership (1); providing an enriched program (1); making job analysis (1).

Inadequate preparation of teachers is most emphasized in the data concerning obstacles in the way of curriculum reorganization. Perhaps this difficulty is not peculiar to the junior high school, and that growing interest everywhere in curriculum research in high school tends to make this obstacle loom large in the minds of principals. It is interesting to note the very few complaints with regard to difficult articulation with the senior high school and with regard to college entrance requirements. This may be accounted for partly by the fact that the question called for only the most serious obstacle and partly by the fact that the junior high school, especially as a reorganized type of school, is just getting under way in the South.

Some typical statements of principals with regard to these obstacles are the following: "Getting properly prepared and sympathetic teachers." "Money to do it with." "Parents prefer the old-time subjects." "No competent leadership." "To find time; to find suitable texts; to secure capable workers among teachers." "State-adopted texts and a cast-iron law." "Educating the community as to what we are trying to do." "Getting away from traditional ideas." "The domination of the senior high school which is in turn dominated by the college." "Difficulty of securing time for teachers' meetings; no funds to pay substitute teachers; difficulty of training teachers in new methods."

Question Ten, which asks about how to remove these obstacles, requires no extended comment. There is, naturally, close agreement betwen the obstacle mentioned and the remedy proposed in a majority of cases. Eighteen principals suggest better training for teachers. Six claim that more progressive leadership is needed. Four demand that the colleges offer improved courses for junior high school teachers. These three suggestions together are listed 28 times out of a total of 49 suggestions covering a list of 13 different items. Some important implications for the teacher-training institutions of the Southern states may be found in the emphasis upon these three suggestions. Lack of finances looms large in the minds of seven principals. Need of new laws on the subject is mentioned by three principals, and the need of tact in dealing with people is mentioned by three. Two principals say that time is the most important factor in the solution of their problems, and one suggests better articulation with the senior high school.

Principals who propose these remedies use statements such as the following: "Through reorganization of college courses." "Each teacher who is certified to teach in junior high school should have not less than 12 semester hours'

training for the work." "Through college courses which should be required of all junior high school teachers and through teachers' meetings." "States to recognize junior high school and to make special provision in requirements different from both grammar school and senior high school." One city supervisor of high schools writes, "Educate boards of education to provide funds for release of teachers from class room work to develop curricula."

Question Eleven asks whether principals consider their present curricula properly adjusted to the needs of adolescent youth and to the needs of their communities. Of the fifty-nine answers to this question, 20 are unqualified affirmatives; 22 are unqualified negatives; and 17 are qualified answers. By combining the last two group, it appears that 39 of the 59 principals do not regard their schools as fully adjusted to adolescent or community needs. In discussing the adjustment of their schools, principals employ qualifying expressions such as the following: "Fairly well, though adjustments cannot all be made at once. We are continually trying to interpret the course of study in terms of community needs." "No, but progress is being made in both directions." "Yes, except that constant revision is necessary." "Better than under past form. Never will be entirely satisfactory; must always be in process of change to meet changing conditions."

The data considered in this study warrant to some extent the statement that a reorganized and progressive type of school is rapidly being developed in the majority of communities in the South which have established junior high schools. It is evident that objectives are not clearly defined in many schools and that refined procedures in solving problems are wanting in others. But the important fact to be considered is that real and commendable progress is being made in reorganizing the junior high school curriculum.

Three types of effort or activity in solving problems of curriculum reorganization in the junior high school are clearly indicated in the responses of principals. These deserve mention because of the promise they hold for the future solution of problems. First, state departments of education are beginning to stimulate the development of improved curricula in junior high schools by the publication of suggestive programs and outlines of new courses of study. The work being done in Alabama furnishes a good illustration. Second, certain cities are reorganizing their curricula and courses of study through teacher co-operation under the guidance of a director of research or a director of junior high schools. Excellent examples of this are to be found in Atlanta, Houston, and San Antonio. Third, a few cities are co-operating with outside agencies, such as the Bureau of Curriculum Research of Teachers College, Columbia University, in the study of their curriculum problems.

In summarizing the data which have been presented, a few tentative conclusions with regard to the junior high school as a reorganized type of institution seem to be justified. The number of schools included is too small and the movement itself is too new in our territory to warrant other than tentative statements.

(1) Junior high schools in the South have undertaken genuine reorganization of their curricula in the light of the seven objectives.

(2) The major emphasis in curriculum modifications is being placed upon the objectives of Health, Vocation, and Citizenship, though all seven objectives are influencing the curriculum to some extent.

(3) Important adjustments, not only in the regular curriculum offerings but in the extra-curriculum activities as well, are being made in the majority of the junior high schools.

(4) The subjects relating closely to health, vocational and civic objectives are undergoing the most thorough revisions. Accordingly, the social studies, the practical arts courses, and health courses are receiving the greatest amount of

attention in the work of reorganization. Among the other subjects, revisions in English and mathematics are most common.

(5) Slightly more than sixty percent of the junior high school teachers have had courses dealing with the junior high school. The nature or content of these courses cannot be vouchsafed.

(6) Curriculum reorganization is relatively new in a majority of the schools included in this report.

(7) Various means of handling curriculum problems are being tried out by junior high schools, but the most effective procedure appears to be that of co-operative effort among teachers, principals, and supervisors.

(8) Lack of preparation of teachers and force of tradition or custom constitute the most serious obstacles encountered in curriculum reorganization.

(9) In the opinion of the principals of junior high schools, these obstacles can be removed. Better training for teachers, the means of relief most frequently proposed, has considerable significance for those institutions which are preparing teachers for junior high school positions.

(10) The junior high school is adjusting its curriculum to adolescent and community needs, though two-thirds of the principals say that much remains yet to be done.

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M. E. LIGON, Chairman

## A PARTIAL REPORT OF THE COMMITTEE ON THE SPECIALIZATION OF TEACHERS IN THE SECONDARY SCHOOLS ACCREDITED BY THE ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS OF THE SOUTHERN STATES

### *Introductory Statement*

In the brief space allotted to this report in the Proceedings of the Association, a partial report of the findings of the committee can be given. The resolution, which provoked the study is as follows: "Resolved, That beginning with the school session of 1927-28, each beginning teacher shall teach only such subjects or allied subjects as the teacher majored in, in either undergraduate or graduate courses." In accord with this resolution a committee of three was appointed to study the question and report the results of the study to the Commission on Secondary Schools. The chairman of the committee prepared the following questionnaire for the teachers:

1. Name of College Attended _____
2. Degree Received _____
3. What was your major subject? _____ Semester hours? _____
4. What was your first minor? _____ Semester hours? _____
5. What was your second minor? _____ Semester hours? _____
6. List here other subjects you have had in college _____ _____ Semester hours.
7. What subjects are you now teaching? _____
8. What subjects do you prefer to teach? First choice _____ Second choice _____ Third choice _____ Fourth choice _____
9. What subject would make a good teaching combination with your major subject? Example: Physics and Mathematics _____

This questionnaire was distributed to the secondary school principals by the secretary of the Secondary School Commission in September, 1926, at the same time he sent out the blank forms for the annual report of each school. This method of distribution gave official sanction to the investigation and insured the return of a report from each teacher in the secondary schools of the Association. These reports covered all secondary schools accredited in the Association and the new schools seeking accredited relations. The total number of schools and teachers in the Association for 1926-27 was 842 and 11,365 respectively. Reports were returned to the secretary from 11,472 teachers in 838 schools. The distribution of these schools and teachers is shown in Table I below:

TABLE I

Showing the Number of Schools and Teachers Returning Questionnaire

| STATE | Number of Schools | Number of Teachers |
|---|---|---|
| Alabama | 59 | 905 |
| Florida | 83 | 1059 |
| Georgia | 80 | 957 |
| Kentucky | 96 | 1037 |
| Louisiana | 88 | 855 |
| Mississippi | 45 | 453 |
| North Carolina | 73 | 1033 |
| South Carolina | 50 | 656 |
| Tennessee | 68 | 832 |
| Texas | 138 | 2800 |
| Virginia | 58 | 885 |
| Totals | 838 | 11472 |

*Relation of Subjects Taught to Special Training as Represented in the Major and Minor Subjects of Teachers as College Students.* The replies to questions 1 and 2 have not been tabulated because they seem to contribute little to the question in hand. Items 3, 4 and 5 of the questionnaire call for the major subject and for the first and second minors, and the number of semester hours each was pursued. In tabulating the results the number of semester hours required for a major or minor has been ignored, because the teachers have not reported the hours in comparable terms. Item 7 calls for the subject or subjects which the teacher is teaching. Item 7 has been tabulated in terms of items 3, 4 and 5 as major, first and second minors. For example: Teacher B gave English as his major, history as his first minor and Latin as his second minor. In reply to item 7 this teacher reported that he was teaching English and history. In table II teacher B's reply to item 7 was recorded as "teaching major and first minor." In case a teacher failed to report his major and minors, his report is recorded as "not tabulated." By this method of substitution the first part of Table II shows the number reporting majors and minors and also the number teaching one or more of these.

Item 8 of the questionnaire asks the teacher for his first, second, third and fourth choice of subjects which he prefers to teach. In this tabulation the fourth choice has been ignored. The replies to this question are tabulated in terms of 3, 4 and 5. For example: Teacher B reported English, history and Latin as his major, first and second minors in items 3, 4 and 5. In reply to question 8 he gives English, history and Latin as his first, second and third choices. In part two of Table II these choices are recorded as major, first minor and second minor as representing his first, second and third choices of

subjects which he would prefer to teach. This substitution of terms makes items 7 and 8 comparable and for purposes of comparison they have been included in Table II as parts one and two. Part one of this table shows the number and per cent of teachers who are teaching their majors, minors and other subjects and part two of this table shows the number and per cent of teachers who choose to teach their majors, minors and other subjects.

In tabulating the majors and minors in relation to the subjects taught it was necessary to separate the teachers into two groups on the basis of their major subjects. The first group is made up of those teachers who have majored in academic subjects in colleges of arts and science and those teachers who have been trained in schools of a special character such as engineering, law, commercial subjects, etc. The second group consists of those teachers who have majored in education and minored in academic subjects. This separation into these two groups has been necessary in order that adequate comparisons could be made. In the case of the teachers who have majored and minored in academic subjects in colleges of arts and science, it is natural to expect in the majority of cases that they would teach these majors and minors. On the other hand the teachers who have majored in education, which represents their profssional training, would be expected to teach their first and second minors. In making comparison of the teaching subjects of the two groups the first and second minors of the latter group are to be compared with the majors and first minors of the first group.

In some respects the basis of grouping described in the preceding paragraph is unfair to the first group. In the first place practically all of the teachers without degrees fall in this class. Secondly, those teachers who have majored in psychology, geology, astronomy, bacteriology, etc., are in this group. Thirdly, those teachers who have received their training in special schools of engineering, commerce, law, etc., are in this gruop. The presence of these teachers within the main group tends to lower the number of teachers who are teaching their major subjects.

Table II which follows here and which has been explained in detail in the preceding paragraphs is a composite of eleven tables representing the eleven states included in this Association. This table has been designed to show the number and per cent of teachers trained in the arts and science colleges who are now teaching their majors, minors, and other subjects. It is designed to show also how well these teachers have been assigned to their tasks, as measured by their choice of subjects.

## TABLE II

### MAJORS IN ARTS AND SCIENCES

Showing the combination of majors and minors and other subjects and the number and per cent of teachers who teach these combinations and the number and per cent of teachers who have shown a preference to teach their major or minor subjects by first, second and third choices.

| COMBINATIONS | No. of Teachers | Per cent of Teachers |
|---|---|---|
| 1. Number teaching major subjects | 4499 | 42.84 |
| 2. Number teaching major and 1st minor | 700 | 6.66 |
| 3. Number teaching major and 2nd minor | 341 | 3.25 |
| 4. Number teaching major and 1st & 2nd minors | 87 | 0.82 |
| 5. Number teaching major and other subjects | 946 | 9.00 |
| 6. Number teaching 1st minor only | 864 | 8.23 |
| 7. Number teaching 2nd minor only | 411 | 3.91 |
| 8. Number teaching 1st and 2nd minors | 201 | 1.91 |

| | Combinations | No. of Teachers | Per cent of Teachers |
|---|---|---|---|
| 9. | Number teaching 1st minor and other subjects | 351 | 3.35 |
| 10. | Number teaching 2nd minor and other subjects | 178 | 1.60 |
| 11. | Number teaching other subjects not major or minor | 1462 | 13.92 |
| 12. | Number not tabulated | 463 | 4.41 |
| | *First Choice* | | |
| 1. | Number choosing to teach other than majors or minors | 1631 | 15.53 |
| 2. | Number choosing to teach major | 6086 | 57.95 |
| 3. | Number choosing to teach 1st minor | 1443 | 13.74 |
| 4. | Number choosing to teach 2nd minor | 666 | 6.34 |
| 5. | Number making no choice | 335 | 13.19 |
| 6. | Number not tabulated | 342 | 13.28 |
| | *Second Choice* | | |
| 1. | Number choosing to teach other than major or minor | 2884 | 27.46 |
| 2. | Number choosing to teach major | 2265 | 21.57 |
| 3. | Number choosing to teach 1st minor | 2819 | 26.84 |
| 4. | Number choosing to teach 2nd minor | 1268 | 12.07 |
| 5. | Number making no choice | 953 | 9.10 |
| 6. | Number not tabulated | 314 | 2.99 |
| | *Third Choice* | | |
| 1. | Number choosing to teach other than major or minor | 3838 | 36.54 |
| 2. | Number choosing to teach major | 1124 | 10.70 |
| 3. | Number choosing to teach 1st minor | 1334 | 12.70 |
| 4. | Number choosing to teach 2nd minor | 1497 | 14.25 |
| 5. | Number making no choice | 2237 | 21.30 |
| 6. | Number not tabulated | 473 | 4.51 |

In the light of the facts of Table II it would be natural to expect a better condition among the teachers who have majored in education and who have presumably had educational and professional guidance. We turn now to study this group. The same method of tabulation has been used and therefore the same comparisons can be made. Table III is a composite of the eleven tables made for the eleven states. If the first minor of this group is considered as the equivalent of the major of the arts and science group a comparison of identical elements in the two groups can be made.

## TABLE III

### MAJORS IN EDUCATION

Showing the combination of majors and minors and other subjects and the number and per cent of teachers who teach these combinations and the number and per cent of teachers who have shown a preference to teach their major or minor subjects by first, second and third choices.

| | Combinations | No. of Teachers | Per cent of Teachers |
|---|---|---|---|
| 1. | Number teaching major subject | 53 | 5.47 |
| 2. | Number teaching major and 1st minor | 6 | 0.62 |
| 3. | Number teaching major and 2nd minor | 7 | 0.72 |
| 4. | Number teaching major and 1st and 2nd minors | 3 | 0.31 |
| 5. | Number teaching major and other subjects | 16 | 1.65 |
| 6. | Number teaching 1st minor only | 301 | 31.06 |
| 7. | Number teaching 2nd minor only | 117 | 12.07 |
| 8. | Number teaching 1st and 2nd minors | 55 | 5.68 |

| | Combinations | No. of Teachers | Per cent of Teachers |
|---|---|---|---|
| 9. | Number teaching 1st minor and other subjects | 95 | 9.80 |
| 10. | Number teaching 2nd minor and other subjects | 46 | 4.75 |
| 11. | Number teaching other subjects not major or minor | 253 | 26.11 |
| 12. | Number not tabulated | 17 | 1.75 |
| | *First Choice* | | |
| 1. | Number choosing to teach other than major or minor | 271 | 27.97 |
| 2. | Number choosing to teach major | 91 | 9.39 |
| 3. | Number choosing to teach 1st minor | 422 | 43.55 |
| 4. | Number choosing to teach 2nd minor | 161 | 16.62 |
| 5. | Number making no choice | 19 | 1.96 |
| 6. | Number not tabulated | 5 | 0.52 |
| | *Second Choice* | | |
| 1. | Number choosing to teach other than major or minor | 397 | 40.97 |
| 2. | Number choosing to teach major | 42 | 4.33 |
| 3. | Number choosing to teach 1st minor | 234 | 24.14 |
| 4. | Number choosing to teach 2nd minor | 227 | 23.43 |
| 5. | Number making no choice | 64 | 6.60 |
| 6. | Number not tabulated | 5 | 0.52 |
| | *Third Choice* | | |
| 1. | Number choosing to teach other than major or minor | 471 | 48.61 |
| 2. | Number choosing to teach major | 36 | 3.71 |
| 3. | Number choosing to teach 1st minor | 121 | 12.49 |
| 4. | Number choosing to teach 2nd minor | 148 | 15.27 |
| 5. | Number making no choice | 180 | 18.58 |
| 6. | Number not tabulated | 13 | 1.34 |

*Teaching Combinations*

The subjects commonly taught in the accredited schools of the Association have been arranged in alphabetical order down the left margin and across the top of Table XXVI. Some of these titles are defective in that they are too general. English, mathematics, science and social science are examples of these general terms. Instead of these general terms the actual subjects of each group should have been given. The subjects listed on the left margin have been used as the first subjects of the combination and the list across the top as the second subject in the combination. This table has the defect of not showing combinations of three or more subjects. Fortunately, less than 1000 teachers are teaching more than two subjects. In tabulating the replies the subject named first by the teacher has been selected as the leading subject. For example: Teacher B reports that he is teaching Latin and history. This combination is tabulated by reading down the list on the left margin to Latin and then reading across the table to the column directly under the title, social science. If Teacher B reports that he is teaching Latin only, this fact is recorded in the square where the two Latin columns intersect.

Table XXVI is a composite of eleven tables representing eleven states. The combinations were tabulated first by schools. The table for each state represents a composite of these tables for each school. This method of tabulation gives a very good picture of the departmentalization of the subjects in each school. According to the plan of this table the figures forming a diagonal from the upper left hand corner of the page to the lower right hand corner indicate the number of teachers for each of the several subjects who teach one subject only. The figures in the horizontal columns opposite the title of the subject in the left margin indicate all of the combinations of that subject with other subjects.

## TABLE XXVI

Showing combinations of subjects taught.

| | Agriculture | Art | Coaching | Commercial | Education | English | Extra Curricular | French | Home Economics | Latin | Manual Arts | Mathematics | Music | Physical Culture | Psychology | Science | Social Science | Spanish | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Agri. | 88 | 1 | - | - | - | 3 | - | - | - | 1 | 4 | 2 | - | 2 | - | 27 | 4 | - | 132 |
| Art | 11 | 64 | - | 1 | - | 1 | - | - | - | - | 2 | 1 | - | - | - | 1 | 1 | - | 82 |
| Coach. | - | - | 2 | 3 | - | - | - | - | - | - | 1 | 1 | - | - | - | - | 1 | - | 8 |
| Com. | - | 1 | 2 | 584 | - | 8 | - | - | 1 | 2 | 6 | 17 | - | 1 | - | 4 | 9 | 3 | 638 |
| Educa. | - | - | - | - | 20 | 3 | - | 1 | 1 | 1 | 1 | 3 | - | 1 | 4 | 6 | 5 | - | 46 |
| English | 1 | 3 | - | 17 | 6 | 1601 | 5 | 82 | 13 | 104 | 3 | 86 | 6 | 15 | 25 | 50 | 276 | 33 | 2325 |
| Ex. Cur. | - | - | - | - | - | 1 | 18 | 5 | - | - | - | 1 | - | 1 | - | - | 1 | - | 27 |
| French | - | - | - | 1 | 1 | 50 | - | 176 | 3 | 46 | - | 19 | - | 1 | 1 | 18 | 45 | 67 | 428 |
| H. Ec. | - | 2 | - | 1 | - | 14 | - | 2 | 616 | 2 | 4 | 9 | - | 9 | 1 | 98 | 28 | 6 | 792 |
| Latin | - | - | - | 3 | 5 | 119 | 4 | 95 | 3 | 483 | 1 | 60 | 1 | - | 1 | 20 | 57 | 35 | 887 |
| M. Arts | 3 | - | 1 | 1 | - | - | 1 | - | - | 1 | 314 | 17 | 1 | 1 | - | 13 | 4 | 2 | 359 |
| Math | 4 | 1 | 6 | 18 | 1 | 54 | 2 | 17 | 1 | 36 | 2 | 1247 | 21 | 7 | 7 | 171 | 106 | 9 | 1720 |
| Music | - | - | - | - | - | 3 | 1 | 1 | 1 | - | - | 1 | 129 | 5 | - | 1 | 2 | 2 | 146 |
| Phs. Ed. | 1 | - | 6 | 1 | - | 4 | - | - | 2 | 1 | - | 6 | - | 153 | 3 | 5 | 8 | 2 | 192 |
| Psych'l. | - | - | - | - | 3 | - | 1 | - | - | - | - | 1 | - | - | 3 | 2 | 2 | 1 | 13 |
| Science | 3 | - | 5 | 5 | 11 | 21 | 1 | 10 | 12 | 8 | 11 | 117 | 2 | 9 | 8 | 959 | 79 | 10 | 1265 |
| Soc. Sci. | 1 | 3 | 3 | 13 | 7 | 118 | 7 | 24 | 11 | 45 | 3 | 93 | 7 | 18 | 8 | 79 | 1024 | 35 | 1499 |
| Span. | - | - | - | 2 | - | 31 | 3 | 31 | - | 31 | 4 | 24 | 1 | 2 | 1 | 6 | 25 | 247 | 408 |
| Not Tabulated | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 505 |
| | | | | | | | | | | | | | | | Total | | | | 11472 |

*Question for Further Study*

The facts of tables II, III and XXVI precipitate several questions of prime importance to the college and secondary schools of the southern states: (1) Can related subjects be arranged into combinations by the secondary schools? (2) Can the colleges arrange curricula for prospective teachers to meet the requirements of these combinations? (3) Can teachers be certified to teach only those subjects in which they have had adequate training in the subjects of these combinations? In the light of the facts of this study there seems to be no well defined plan along any of the lines indicated by these questions. It seems to the writer that the committee has only discovered some of the fundamental weaknesses of our present method of training, certifying and assigning teachers to their tasks in our secondary schools. The complete report of the committee will attempt to offer some suggestion for an improvement upon our present method.

## QUINQUENNIAL STUDY

Secretary Roemer reported that the Quinquennial Study had been completed and was ready for publication. He said it consisted of a report of 175 typewritten pages and would make a printed bulletin of approximately 100 pages. He informed the Commission that arrangements had been made with Dr. J. J. Tigert, United States Commissioner of Education, to have the bulletin printed by the Bureau of Education. He stated it was the plan of the Commissioner to print 12,500 copies of this bulletin for distribution. The publication of this bulletin is to be one of the first publications of the Bureau in its next biennium, beginning July 1, 1928.

## NATIONAL COMMITTEE ON RESEARCH IN SECONDARY EDUCATION

Dr. W. R. Smithey after making some general statements regarding the work of the National Committee on Research in Secondary Education, stated that he had just come from a meeting of the Committee in Washington at which time he represented the Commission. He spoke of the splendid work the Committee was doing and urged the Commission to resume its financial relations which it had temporarily suspended during the year. At the close of his remarks the Commission recommended that the amount of $150.00 be appropriated by the Commission to the National Committee on Research in Secondary Education for the purpose of continuing the activities of that Committee. This motion was passed.

Dr. C. A. Jessen, specialist in Secondary Education, United States Bureau of Education, who is Secretary of the National Committee on Research in Secondary Education, was presented to the Commission and spoke briefly as follows:

The name of the National Committee on Research in Secondary Education suggests its purpose. The activities and accomplishments of the organization may conveniently and correctly be classified under three main heads.

In the first place the committee acts as a clearing-house of information regarding research undertaken in secondary education. Annually there is issued a list of research studies under way. Biennially a bibliography of completed research undertakings is published; the latest one of these was printed in March of this year. At irregular intervals bulletins on procedure are issued; the first of the series appeared as a 1927 bulletin of the United States Bureau of Education.

In the second place the committee initiates research studies in the secondary field. Such a study, now nearing completion, is that on the small high school. Another undertaking well under way concerns itself with the large high school. Other projects in progress deal with personnel problems, characteristics of high school pupils, college entrance requirements, commercial education, and vocational education.

In the third place the committee sometimes co-operates with organizations and individuals doing research work. A study thus sponsored was recently completed on Senior High School Promotion Plans. Another is on the subject High School Teaching Load. Still another, which will in part be reported in the Department of Superintendence Yearbook, investigated the Relation of College Entrance Requirements to Curriculum Revision in the High School. I believe Dr. Roemer will agree that some assistance was given by the committee in his recent study of Southern Association High Schools.

I have thus briefly sketched some of the principal activities on Research in Secondary Education because I know that you are interested. I am reminded that the Southern Association was the first organization in the United States to support the movement of the Bureau of Education for a central committee on research in the secondary field. In the two years that the committee has existed an extensive program of work has been initiated and no small amount of it completed. We of the National Committee know that an entirely necessary condition to the continued success of our undertakings is the active and enthusiastic co-operation accorded by the eighteen national organizations whose representatives make up the committee. We ask your continued interest and support and hope that you may find us increasingly worthy of that interest and support.

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## REVISION OF LIBRARY STANDARDS

Following the address of Dr. Jessen, Mr. Highsmith of North Carolina reported upon the topic of "Library Standards." His report follows:

### SUGGESTED STANDARDS FOR HIGH SCHOOL LIBRARIES TO BE PRESENTED TO THE ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS OF THE SOUTHERN STATES

#### EQUIPMENT

(1) Enrollment of 100 or less students to 200—Separate classroom or end of study hall fitted up with shelving, tables, and chairs; always accessible to students, but under supervision.

(2) Enrollment of 200 to 500 students—Separate room equipped with tables, chairs, shelves, loan desk, magazine rack, bulletin boards, catalogue case, typewriter, and other essential office equipment. Room should be large enough to accommodate one-tenth of enrollment, allowing 25 square feet per person.

(3) Enrollment of 500 to 1000 students—Same as above with separate library *work* room and essential office equipment.

(4) Enrollment of 1000 or more students—Same as above with additional equipment to meet needs. If possible separate rooms for conference and for instruction in the library are desirable.

(*If necessary,* where impossible to get space in school building now in use for groups 2, and 3, study hall *might* be taken over as library, provided it is properly equipped and sufficient trained help provided to guide and aid in reading as well as supervise study. At least two full-time trained librarians for 4).

### BOOKS

(1) Enrollment of 100 or less students—500 well-selected books, exclusive of government documents, text-books and duplicates, to meet the needs for reference, supplementary reading and cultural and inspirational reading. Also one good general newspaper in addition to the local one, and a well-selected list of from 5 to 10 periodicals, suitable for students' use. Books selected from state approved list or from lists approved by Southern Association.

(2) Enrollment of 100 to 200 students—500 to 1000 well-selected books averaging 5 per student. Also good general newspaper and well-selected list of from 5 to 15 periodicals suitable for students' use.

(3) Enrollment of 200 to 500 students—1000 to 2500 well-selected books, newspapers, and 15 to 30 suitable periodicals.

(4) Enrollment of 500 to 1000 students—2500 to 5000 well-selected books, newspapers, and 25 to 50 suitable periodicals.

(5) Enrollment 1000 or more students—5000 or more well-selected books, newspapers, and at least 40 suitable periodicals.

### LIBRARIAN

(1) Enrollment of 100 or less students—Teacher-librarian with at least 6 weeks summer course in Library Science. Excused from certain number of hours of teaching and thus allotted definite time for library work, with regular hours in the library. Sufficient student help trained by the teacher-librarian to keep the library open all day, but open only under supervision.

(2) Enrollment of 100 to 200 students—Half time librarian with a one year course in an accredited library school, or half time with college graduation and a 12 weeks summer course in Library Science.

(3) Enrolment of 200 to 500 students—Full-time librarian with same qualifications and educational background as teachers and a one-year course in an approved library school. One or two years' teaching experience is very desirable.

(4) Enrollment of 500 to 1000 students—Same as above, with sufficient help and some experience in teaching or library especially desirable.

(5) Enrollment of 1000 or more students—Full-time librarian with college graduation and at least one year in an approved library school. Teaching and library experience especially desirable—a good contact with children already established. For every 1000, or major fraction thereof, enrollment there shall be an additional full-time trained librarian.

### APPROPRIATION

(1) Enrollment of 500 or less students—Annual appropriations of at least $1.00 per student per year for books, periodicals, etc., exclusive of salaries.

(2) Enrollment of more than 500 students—Annual appropriation of at least $.75 per student per year for books, periodicals, etc., exclusive of salaries.

COURSES IN USE IN LIBRARY

(1) Enrollment of 500 or less—Course of at least 12 lessons in use of the library given by the librarian or teacher-librarian, preferably in first year high school.

ORGANIZATION

(1) Enrollment of 100 or less students—At least an adequate shelf list made and an adequate loan system installed.

(2) Enrollment of more than 100 students—Card catalogues, shelf-list, accession record and adequate loan system.

The standards suggested above *should* be complied with within a period of three years, with the view to the later adoption of the standards approved by the National Education Association, the North Central Association of Colleges and Secondary Schools and the American Library Association.

J. HENRY HIGHSMITH,
F. C. JENKINS,
S. J. McCALLIE,
D. L. HOVATER.

In discussing the report on Library Standards it was very clearly agreed among the members of the Commission that the city library would not take the place of the regular library of the secondary school provided for in the standards of accreditation. This answers question number thirteen under, "Questions Arising from Secretary's Correspondence."

Mr. L. R. Wilson, Librarian, University of North Carolina was present and rendered very great help in this problem by discussing the matter at some length before the Commission.

The report on Library Standards was adopted as presented.

At this point the Commission adjourned for lunch to reassemble at 2:00 p. m.

## WEDNESDAY AFTERNOON SESSION

The Commission convened promptly at 2:00 p. m. with Chairman Lyon presiding. The first item to claim the attention of the Commission was a report of the Committee on Principals' Recommendation for College Entrance, by Mr. Highsmith. His report follows:

### REPORT OF COMMITTEE ON PRINCIPAL'S RECOMMENDATION FOR COLLEGE ENTRANCE

As a basis for formulating the report of this Committee information with reference to present practice and procedure was sought from each of the Southern States.

The following statements indicate the practices followed in admission of students to college:

*Alabama—University of Alabama*

There are three methods of gaining admission to the Freshman class:

1. By certificate
   a. Certificate of graduation
   b. Certificate showing credit for fifteen units of for four years of at-

tendance in high school or in high school and summer school combined.

2. By certificate and examination an applicant from a non-affiliated school who presents a satisfactory certificate covering the work required for admission to the Freshman class will be exempted from a part of the entrance examination, provided in the opinion of the Committee on Admission the general character of the school justifies exemption.

3. By examination—an applicant who does not present a satisfactory certificate is required to secure credit by examination for fifteen units including the prescribed subjects.

"All applicants for admission must be approved by the faculty-committee on admission."

*Florida—University of Florida*

Statement by Professor of Secondary Education and High School Visitor.

1. Students who are graduates of standard high schools with sixteen units are admitted to the University of Florida. The general admission requirements are: 3 units of English; 2 of Algebra; 1 of Natural Science; 1 of Social Science. Students are admitted to the Engineering College only after having presented one unit of high school Physics and 4 units of Mathematics. The other general admission requirements are the same.

2. We rely absolutely upon the integrity of the principal who fills out the admission blank that comes to our institution. We never go back of his record or try to make a check of the authenticity of his report. I think that this is a courtesy due every principal.

*Georgia—University of Georgia*

Statement by the Professor of Secondary Education.

We admit students to the Univresity on certificate from an accredited four year school or by examination if not from an accredited school. No conditions are allowed on the fifteen units. The official blank adopted by our Commission is used. After they are admitted, the degree courses that they may take depend upon the units offered.

*Louisiana—University of Louisiana*

Statement by the Professor of Education.

1. Students are admitted to this Institution on the mere presentation of a diploma from a state approved high school or from any other kind of secondary high school which is of equivalent rank.

2. All other state institutions admit students on the same basis, likewise most private colleges. One or two private institutions, notably Tulane, require examinations of all graduates of non-accredited secondary schools.

3. No principal's recommendation is required in the State save in the one or two private instituitons mentioned above.

NOTE: Presentation of diploma representing sixteen units does not prevent scrutiny of units with respect to fixed or group requirements for admission to the higher institutions.

*Texas—University of Texas*

Statement by the Registrar.

Practically all of our Freshmen are admitted by certificate as graduates of accredited high schools. Very few pass the examinations for admission in that way. Quite a few supplement their high school certificates by passing entrance examinations in non-accredited subjects. The principal gives on each certificate the rank of the applicant in his graduating class. Other than this the principal's recommendation is not much of a factor in the admission of new

Freshmen. All students in the fourth quartile are urged to spend another year in preparation before coming to the University. As a state institution we do not feel that we can afford to bar them entirely. If their parents still wish to send them we accept them on probation. A letter from the principal explaining why a student ranked low for example on account of outside work, illness, etc., is welcomed and given full consideration.

The other institutions in the State with the exception of Rice Institute accepts students by certificate without much regard to the recommendation of principals. Graduation from an accredited high school being regarded as an adequate basis for admission. Rice has set up additional requirements.

*Alabama—Marshall County High School*

Statement by Principal.

After making quite a thorough investigation of principal's recommendation for college entrance in State of Alabama, I have the following to report:

The general practice seems to be that a pupil must have averaged 85 or better during the full four years in high school or else must have done very superior work during his last two years. This is a practice which we have here at our institution. There are a few schools in Alabama which recommend only the upper fourth of the graduates. I certainly believe that high schools can afford to graduate pupils who will not be recommended to college. This will encourage many to remain in high school who otherwise would drop out.

*Mississippi—University of Mississippi*

Statement by Dean.

In answer to questions submitted the following answers were given:

1. How students are admitted to your own institution?
   a. Certificate from principal or superintendent of school.
   b. Examination.
2. How students are admitted to other institutions in the State so far as you know.
   a. Same methods as University.
3. Please tell me whether or not you rely upon the principal's recommendation for admission of students to your own institution? Do other institutions in your State rely upon principal's recommendation for college entrance?
   a. No recommendation required other than certificate, but such recommendation when it is made is accepted. Other institutions use same methods.

After discussing the matter carefully from various angles the Committee reports that it is opposed to reliance on principal's recommendation for admission of a student to college. The high school is a training agency and not a selective agency. The primary function, certainly, of a high school is not that of preparation for college. This is a worthy secondary aim or objective of the high school and one which should not be lost sight of for a large percentage of all high school students.

The high school principal can discharge his obligation to the college with reference to the admission of any student when he presents all known facts relating to a student. It is admitted that the principal should furnish to the college all results of mental and achievement tests, the personal record of the students, a record of all grades given on the various high school subjects and such other information as he may have which would assist college authorities in the proper classification of any student. His function or obligation is to furnish information to the college and it is the obligation of the college to admit or to fail to admit on the basis of the facts presented.

If high school principals were omniscient it would be safe to rely upon their judgments, but being finite as they are and in view of the inevitable weight that the personal equation will have a high school principal should not be called upon to decide single handed and alone the question of admitting a student to college which may be a question of determining a student's destiny. His duty is to present the facts, which facts will be interpreted by the college and upon this interpretation the admission or non-admission of a student will be determined.

J. R. LIN,
E. R. GABLER,
D. L. HOVATER,
J. HENRY HIGHSMITH, Chairman.

This report was ordered received and filed.

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## A SECOND UNIT IN BIBLE

For several years the Commission has had under consideration the advisability of the standardization of a Second Unit of Bible. The following report on this topic was made by S. J. McCallie.

### REPORT OF COMMITTEE ON UNIT COURSE OF STUDY IN BIBLE

In order to get certain information as a basis for a report, the chairman of the committee after consulting with the other members sent out two questionnaires—copies of which are attached to this report; one addressed to the eighty-nine colleges holding membership in the Association, the other to one hundred secondary schools selected from all the states represented in the Association.

Of the eighty-nine questionnaires sent to colleges, fifty-five have been returned, about 72%. Of the hundred sent to secondary school 59 have been returned.

Below are tabulated the replies to certain of these questions that are subject to tabulation. The other answers as well as suggestions made on the margins and backs of the questionnaire sheets, or in letters accompanying them have been digested and presented as findings from the questionnaires; and, last of all, some recommendations are given, based on the findings of the questionnaires.

I. *Sentiment towards Bible in Secondary Schools*
   A. *Reports from 59 Secondary Schools*
      1. *Schools under State control, 36 reporting*
         a. One school teaches Bible.
         b. 35 Schools do not teach Bible.
            (1) Of these 16 favor teaching Bible.
            (2) Of these 12 oppose teaching Bible.
            (3) Of these 7 make no reply to this question.
      2. *Schools not under State control, 23 reporting*
         a. 17 Schools teach Bible
         b. 6 Schools do not teach Bible.
            (1) Of these 4 favor teaching Bible
            (2) Of these 2 make no reply to the question
      3. *Combined results of above*
         a. 38 Schools favor teaching Bible
         b. 12 schools oppose teaching Bible
         c. 9 schools make no statement.

B. *Reports from 55 Colleges*
1. 40 favor teaching Bible in Secondary Schools
2. 10 oppose teaching Bible in Secondary Schools
3. 5 do not express themselves.

II. *On number of units to be offered by secondary schools*

A. *Reports from 18 schools that teach Bible*
1. 3 grant no credit for the course
2. 1 grants ½ unit for the course
3. 7 grant 1 unit for the course
4. 7 grant 2 units for the course.

B. *Reports from 55 colleges*
1. 9 accept as much as 2 units in Bible
2. 29 accept only 1 unit in Bible
3. 10 accept no units in Bible
4. 7 do not express themselves.

III. *Preparation required of Bible teachers by the 23 schools that offer Bible in Course*
1. 20 require special preparation in addition to general college training.
2. 3 accept general college training.

*IV. Would a conservation Syllabus be helpful in standardizing the Bible Course for Secondary Schools?*

A. *Reports from 59 Secondary Schools*
1. *Of the 18 schools teaching Bible*
   a. 17 answer yes
   b. 1 does not reply
2. *Of the 41 schools that do not teach Bible*
   a. 21 answer yes
   b. 2 answer no
   c. 18 do not reply.
3. *Combined results*
   a. 38 answer yes
   b. 2 answer no
   c. 19 do not reply.

B. *Reports from 55 colleges*
1. 45 say yes
2. 4 say no
3. 6 say nothing.

*Findings*

1. In a few cases schools reporting have objected to a compulsory teaching of religion in Public Schools.

The committee heartily agrees and wishes to disabuse the minds of any who might feel that such is the objective of the committee, for we believe Bible should be recommended as an elective.

2. In a few other cases religious zeal led certain schools to request courses that would not be acceptable to the great majority of schools.

The committee feels that the Bible courses should be confined to the complete content of the Old and New Testaments without sectarian bias, other than is contained in the Versions studied.

3. The following quotation from the Vanderbilt University report voices quite well the sentiment variously expressed of a number of colleges. (Vanderbilt does not accept a unit in Bible in Entrance Requirements.)

CARL A. RUDISILL LIBRARY
LENOIR RHYNE COLLEGE

"Please do not understand me as opposed to this proposition. I am unwilling to accept Bible credit at this time because of the fact that I cannot know what is being given under that head. I am in full sympathy with the attempt to put this study on such a basis that it may be introduced into public schools; and when a unit course has been constructed that can carry the sanction of the accrediting agencies, I shall be only too willing to urge acceptance of such units by our faculty."

4. Getting a suitable teacher seems to be a problem with many schools; and, they feel that it is a more important one even than the outline of a standardizing course.

The committee is of the opinion that the outline of a standard course covering both Old and New Testaments, might be a step toward securing prepared teachers, by giving them a norm of study for preparation.

*Recommendations*

1. The Committee believing that the report of 1926 which was adopted at Jackson, Mississippi, the substance of which was that the Association approve a Bible Course of three units—two in the Old Testament and one in the New Testament, any two of which might be accepted as credits for College Entrance, contains a sound basis for building an acceptable Bible course, recommends that copies of that report together with this year's report be printed together and sent to all Secondary Schools holding membership in the Association, to all the colleges of the Association, and to State Departments of Education.

2. That this committee or its successor be appointed to get in touch with all state agencies that include Bible in the High School Curricula, study their recommended courses, and compile an outline course to be submitted at the next meeting of the association for approval, and adoption if approved.

Respectfully submitted,
J. H. Highsmith
J. M. Edwards
T. E. P. Woods, Chairman.

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Below is outline of report of Committee on Unit Course of Study in Bible which was presented at Jackson, Mississippi at the 1926 meeting of the Association of Colleges and Secondary Schools of the Southern States.

The report was adopted and another committee appointed to study the matter and bring a further report.

This committee is seeking information as a basis of the new report and begs that you fill out and return the inclosed questionnaire as early as possible.

Respectfully,
J. H. Highsmith,
J. M. Edwards
T. E. P. Woods, Chairman.

## OUTLINE OF REPORT OF COMMITTEE ON UNIT COURSE OF STUDY IN BIBLE

*Introduction*

1. This paper not a brief for the adoption of Bible Study, but a suggestion for the standardizing of units in Bible Study.
2. Study of Bible should be characterized by sincerity and thoroughness.
3. Requirements for credit should be carefully defined.

I. *The Teacher of the Bible Course*

1. Should believe in his subject, and know his subject.

2. Should have the educational qualifications to enable him to appreciate his subject.
3. Should have the enthusiasm to arouse the interest of his pupils.
4. Should have standard scholastic training equal to that required for the teaching of any other High School subject.

II. *The Text of the Bible Course*

1. The Bible itself, complete; not selections from the Bible.
2. *The Translations*
   a. Authorized or Revised Version, as used by Protestants.
   b. Douay Version, as used by Catholics.
   c. Leeser Version, as used by Hebrews.
   (Parallel references will be given to all three versions.)

III. *Credit of the Bible Course*

1. *Three Units (Any two to be accepted for College Entrance)*
   a. Old Testament History.
   b. Old Testament Literature
   c. New Testament History and Literature.
2. *Requirements for each unit.*
   a. 180 periods of 40 minutes each.
   b. A notebook containing pupil's written answers to at least 500 questions.
   c. Passing of two written term examinations.
   d. Same requirement of preparation for the daily recitation as for other studies.

## QUESTIONNAIRE ON BIBLE INSTRUCTION

### I. TO COLLEGES

Name of College .....
Location .....

1. Do you offer a course in Bible? .....
2. What is the nature of the course? a. Historical ..... b. Literary ..... c. Philosophical ..... d. Ethical ..... e. Doctrinal ..... f. Religious .....
3. What preliminary preparation is required for taking the course? .....
4. How many semester hours does the course cover? .....
5. How many semester hours are required? .....
   How many are elective? .....
6. How many entrance units in Bible do you accept? .....
7. Would a student passing your courses in Bible be qualified to teach Bible in Secondary Schools? .....
8. Do you favor teaching Bible as an elective in High School under the same standards as other high school courses? .....
9. Have you any suggestions relative to standardizing Bible instruction in Secondary Schools? .....
10. Do you think that a conservative Syllabus would be helpful in standardizing this instruction? .....

Name of official making this report .....

## QUESTIONNAIRE ON BIBLE INSTRUCTION

### II. TO SECONDARY SCHOOLS

Name of School .....
Location .....

1. Do you offer a course in Bible? .....

2. What is the nature of the course? a. Historical_____b. Literary c. _____
3. How many units does the course cover? _____
4. Is the course required? _____or elective?_____
5. What text or Syllabus do you use? _____
6. What qualifications do you require of your instructors in Bible?_____

_____

7. If you do not have Bible in your curriculum, would you favor including it? _____
8. Have you any suggestions relative to standardizing Bible instruction in Secondary Schools? _____

_____

9. Do you think that a conservative Syllabus would be helpful in standardizing this instruction? _____
10. Would you approve such a Syllabus covering the following?
    a. Good maps and charts for map study
    b. Short Bible Dictionary
    c. Outline of Hebrew History
    d. Short History of the Bible as a book
    e. Introduction to individual books
    f. Series of suggestive questions
    g. Lesson outlines (Giving courses)
    h. Bibliography of Reference Books

Name of official making this report _____

Excerpt from Proceedings of Thirtieth Annual Meeting of the Association of Colleges and Secondary Schools of the Southern States, in session at Charleston, South Carolina, 1925. Page 85.

A motion was made by J. H. Highsmith and passed, "that we allow up to two units for Bible Study, if done under standard work conditions as other subjects."

Acting under instruction of the Commission, the chair appointed a committee to be known as the Committee on Unit Course in Bible, to work out the details of these two units. This committee was composed of S. J. McCallie, J. H. Highsmith, and J. D. Fulp.

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I. *The Teacher of the Bible Course*

1. Should believe in his subject, and know his subject.
2. Should have the educational qualifications to enable him to appreciate his subject.
3. Should have the enthusiasm to arouse the interest of his pupils.
4. Should have standard scholastic training equal to that required for the teaching of any other High School Subject.

II. *The Text of the Bible Course*

1. The Bible itself, complete; not selections from the Bible.
2. The Translations

a. Authorized or Revised Version, as used by Protestants.
b. Douay Version, as used by Catholics.
c. Leeser Version, as used by Hebrews.
(Parallel references will be given to all three versions).

III. *Credit of the Bible Course*

1. Three Units (Any two to be accepted for College Entrance.)
   a. Old Testament History
   b. Old Testament Literature
   c. New Testament History and Literature
2. *Requirements for Each Unit*
   a. 180 periods of 40 minutes each.
   b. A note book containing pupil's written answers to at least 500 questions.
   c. Passing of two written term examinations.
   d. Same requirement of preparation for the daily recitation as for other studies.

## FULL REPORT OF COMMITTEE ON UNIT COURSE OF STUDY IN BIBLE

*Introduction*

1. This paper is not intended to be a brief for the adoption of the Bible in our schools. That question has been fought over long and bitterly and settled, we trust. Not to the mind of all, it is true; but settled, so that it is not necessary even to review the fight.

2. The Bible is a book of such incomparable interest, and such vast influence upon the history of human thought and achievement that the study of it should be characterized by sincerity and thoroughness.

3. If it is to have a worthy place in the curriculum, and if credit is to be given the pupils who study it, then it seems imperative that the course be defined so clearly, and the requirements for credit be stated so definitely that there may be uniformity of instruction in the schools that give the credits, and unanimity of understanding in the colleges that accept the credits.

If it is to be, what shall it be? That is our question; and we shall address ourselves to it under three heads: The Teacher, The Text, and the Credit.

I. *The Teacher*

1. The Teacher of the Bible Course should have the same reverence for the facts of the Bible that a teacher of History, or Literature, or Philosophy has for the facts of his particular branch of knowledge; he should accept the findings of his study and research with the same enthusiasm that a student of Chemistry has towards the discoveries in his beloved science; and he should be thoroughly conversant with the text of the Bible.

2. The teacher of the Bible Course should have an education broad enough to enable him to appreciate, in some measure, the Value of its moral and ethical teachings; the beauty and charm of its literary form; the marvellous harmony of its various books, so widely separated in time; the unique relations of these books to the purpose of the whole book, and their remarkable inter-relations with each other.

3. The teacher of the Bible Course should be able to stimulate in his pupils a spirit of enquiry, and impress them with the fundamental value of Bible Study.

4. The teacher of the Bible Course should have scholastic attainment equivalent to that required for the teachings of other High School subjects; and he should have special training to fit him for this work, either by having

taken a thorough course in Bible of not less than two years in college, or a course of equal value in a reputable Bible School, or Theological Seminary.

These should constitute the minimum requirements for the Teacher.

II. *The Text*

1. The Text of the Bible course should be first and always, the Bible itself, complete and unabridged, and not a book of selected readings.

2. The Bible text may be any recognized translation, such as the Authorized or King James Version, the English Revised Text, or the American Revision as used by the Protestants, it may be the Douay Version used by the Catholics; or it may be the Leeser Version used by the Jews.

III. *The Credit*

1. The Bible Study should comprise three unit courses, any two of which might be elected for Entrance Credit; two in the Old Testament and one in the New Testament.

These Courses are to be designated as follows:

a. Old Testament History
b. Old Testament Literature
c. New Testament History and Literature

2. a. Each of these three courses should require 180 recitations of 40 minutes each.

b. A Notebook giving the students' written answer to at least 500 questions (The equivalent in Theme work may be substituted for this).
c. The passing of at least two written examinations in each course.
d. The pubils should be required to make the same sort of preparation for the daily recitation as is required for the other High School subjects.

*Addenda:* It is hoped that as soon as possible schools adopting the Bible Course will equip themselves with suitable wall maps and charts, and add to their libraries a sufficient number of reference books to put this course on a par with the others.

At the close of this report a motion was made and carried that the report be received and filed with instructions to the Secretary that he include it in the Volume of Proceedings.

## NON-MEMBER COLLEGES

Mr. J. A. Stoddard of South Carolina in reporting for the Committee on "Non-Member Colleges," concluded his report by moving the adoption of the following resolution:

1. To discontinue list of approved non-member colleges at this times does not seem advisable.
2. The list should not be printed in proximity to the member list.
3. That misuse or misinterpretation be safeguarded.
4. That periodic reports be required.
5. That use of approval as indicating the kind of recognition involved in membership be considered a violation of good faith.

The resolution was adopted unanimously by the Commission.

## ARTICLE X

Article X of the Standards of the Commission on Secondary Schools reads as follows:

"Schools on the Southern list must be in the highest class of schools as officially listed by the proper authorities of the State."

There has been a feeling on the part of some members of the Commission that the advisability of enforcing this Standard was questionable, especially in the case of private schools. This is true especially since the enforcement of the Standard as regards private schools is very irregular in the various states. A year ago a motion prevailed that temporarily suspended Article X regarding private schools. At the time a committee was appointed to make a careful study of the matter and report its findings back one year later to the Commission. Mr. E. R. Gabler, Chairman of that Committee to make the study, offered the following report to the Commission:

### PURPOSE—FACT FINDING LARGELY

Mr. Chairman, This is the report of the committee appointed to study Article X of the standards. This article reads as follows: "Schools on the southern list must be in the highest class of schools as officially listed by the proper authorities of the state."

*Procedure*

Data relative to Article X were obtained largely through two questionnaires. The first was forwarded to the High School Supervisors; the second was forwarded to professors of secondary education.

*Findings*

1. The questionnaire forwarded to high school supervisors—Ten Replies.
   a. Is Article X enforced in your State?
      1. Enforced in seven states only
      2. Enforced in regard to public schools in one
      3. Not enforced in two states
   b. Does it have any effect on the administration of standards? If so, what?
      1. Helpful, six states
      2. No effect, three states
      3. No discussion, one state
   c. Does it serve as a stimulus to raise the standards of the schools?
      1. Yes, eight states
      2. No, two states
   d. Does it affect public schools? If so, how?
      1. Helpful, seven states
      2. No, three states
   e. Does it affect the private schools? If so, how?
      1. Helpful, five states
      2. No, three states
      3. Not enforced, two states
   f. Does the different purpose which the private school serves justify the provision of standards equivalent to, rather than identical with, those of public schools?

1. Yes, six states
2. No, four states

g. Would the plan be acceptable in your state of having private schools exempted from this requirement?
1. Yes, six states
2. No, four states

2. Questionnaires forwarded to professors of secondary education—number of replies nine.

A. The North Central Association of Colleges and Secondary Schools has a ruling similar to ours. Do you think conditions in the south (number of private schools, etc.) are enough different to warrant a different standard? No; 7—Yes; 2.

B. The Northwest Association of Secondary and High Schools has no ruling of this nature yet they have practically carried out the principle and have no members except those ranking in the upper third of each state's accredited list. Do you favor an unwritten agreement of this sort or do you think we should be more specific? Be specific—6. Not answered—2. Neither —1.

C. 1. Should private schools be free to select their own texts? Yes; 9.
2. Should private schools be free to select their own curricula? Yes; 9.

D. Article X can be settled in one of three ways—which do you favor? Check.
1. It can be abolished
2. It can stand as it is
3. It can be changed so as to apply to only public high schools.

(1) In the opinion of Professors of Secondary Education and High School Supervisors, there is a feeling in favor of having Article X apply to only Public Schools.

*Summarization of findings.*

1. That Article X be amended to read as follows: "Public schools on the southern list must be in the highest class of the schools as officially listed by the proper authorities of the state."

Following the completion of this report, E. L. Robinson, Director of High Schools, Tampa, moved that the word "Public" be inserted in Article 10.

After a very long and interesting argument the motion was lost by a small majority and the article was left to read as it had in the past.

## SCHOLASTIC PREPARATION OF THE OTHER 25 PERCENT OF ACADEMIC TEACHERS

One of the most important regulations passed by the Commission was the one having to do with the scholastic preparation of the 25 percent of the teachers not holding degrees from standard colleges. After due deliberation the following resolution was passed by the Commission:

"Article 4, (b) of Standards Amended to Read:

The minimum scholastic attainment required of the faculty of any accredited secondary school on the Southern List is, that not less than 75 percent of the total number of teachers of academic subjects, including the principal, teachers of Agriculture and Home Economics, should hold bachelors' degrees from a college approved by the Association.

Beginning teachers of academic subjects, who do not hold degrees, including teachers of Agriculture and Home Economics, are required to have at least three years of training above high school graduation. This requirement is not retroactive.

Beginning with the school year 1927-28, all *beginning teachers and principals* shall have had not less than twelve (12) semester hours work in education.

## DUAL SYSTEM OF COLLEGE ENTRANCE

In the development of the Junior High School there is a feeling on the part of a good many of its constituents that the present requirement of fifteen entrance units to college brings undue pressure to bear upon the junior high school in order to dovetail it into the senior high school which in turn is dominated largely by the college entrance spirit. Consequently, there is a feeling among many of the members of the Commission that action should be taken looking toward a dual system of college entrance in addition to the fifteen or sixteen units required now for entrance by our institutions of higher learning. Some feel there should be an alternate entrance regulation of twelve units when done in a senior high school of three years. With this thought in mind the following resolution was passed by the Commission:

### RESOLUTION

Whereas, Many schools in the Southern Association are now organized on the 6-3-3 plan, making the senior high schools three years in length; and

Whereas, this makes it desirable to recognize three years of senior high work as meeting requirements from such schools for college entrance; and

Whereas, over 71% of the colleges in the Association are recorded as favorable to such a plan; and

Whereas, a worthy precedent has been established already by the North Central Association, which now allows colleges to accept 12 units of senior high school work as meeting college entrance requirements: Now therefore,

Be it resolved by the Commission on Secondary Schools, That the Association of Colleges and Secondary Schools of the Southern States is hereby petitioned to take such action as will permit (but not require) colleges of this Association to fix entrance requirements upon the basis of 12 senior high school units, and not thereby jeopardize their good standing, or other interests in this Association. To this end, we request that the Association suggest to the Commission on Higher Institutions the need to consider and take such action on the matter as will enable it to be brought before the Association for final action at its next meeting.

## COLLEGE FRESHMEN GRADES

Secretary Roemer next made his report on "College Freshman Grades." This report in full occurs in another part of the proceedings.

The commission adopted the report with instructions to urge the executive committee to provide for its publication in full and for its compilation another year.

## CODIFICATION OF RULES AND REGULATIONS OF THE COMMISSION

The Commission authorized an appropriation with which to finance the publication of a bulletin to be issued by the Commission carrying the standards and by-laws of the Commission and a codification of all rules and regulations of the Commission to date. Chairman J. A. Lyon has prepared this bulletin for press.

## CERTIFICATION OF ACCREDITED SCHOOLS

The Commission instructed the Secretary again to issue a certificate of accreditation to each Secondary School of the Association. This is the third year that this practice has been followed.

## INSPECTION OF SCHOOLS

The Commission has in its budget this year an item of $3,000.00 to be used by the various State Committees of the Commission in visiting and inspecting the schools in their respective states. This came as the result of a feeling that there should be more facilities at the command of the Commission with which to keep in closer touch with the secondary schools of the Association.

## REORGANIZATION OF MACHINERY FOR REVIEWING BLANKS

At this point E. J. Mathews made a report of a special committee, of which he was chairman, charged with the responsibility of studying the advisability of reorganizing our method of reviewing blanks.

After full discussion, the commission instructed the committee to make a more thorough-going study of the whole matter and report back to the Association one year hence.

The commission instructed the committee to prepare its report, turn it over to the secretary with instructions for him to mimeograph it, send it out to all the members of the commission some weeks in advance of the next meeting and thus allow time for the commission to carefully think over the report in advance of the meeting.

The report submitted by Mr. Mathews referred to above follows:

## TO THE COMMISSION

We believe that one of the chief purposes of the Commission on Secondary Schools is the development of high standards in the several states. In order to secure a greater degree of effectiveness and uniformity in the administration of requirements, we make the following recommendations:

1. That a committee to be known as the Central Reviewing Committee, consisting of one member from each member state, be created. This one committee to perform the duties now handled by the various reviewing committees.

2. That the Central Reviewing Committee shall be appointed by the Chairman of the Commission. The term shall be three years, provided, however, that the first committee shall be appointed three for one year, four for two years, and four for three years. And it is recommended that on the committee there should be representation of the various groups in the Commission.

3. That the Central Reviewing Committee displace the present reviewing committee, one for each state, but that the Appeals Committee be continued to hear appeals from the Central Committee and to report to the Commission as at present.

4. That the Central Reviewing Committee meet on Monday morning of convention week and report to the Commission not later than ten o'clock on Wednesday morning.

5. That the reports in each state be carefully analyzed in advance by the State Committee of that state, each making up a check sheet, and that the report and check sheet from each state be placed in the hands of the Chairman of the Central Reviewing Committee not later than Monday morning of convention week.

6. That the Central Reviewing Committee, after studying the standards together and coming to a common understanding of them, subdivide itself into committees to handle certain groups of reports, one for new schools falling short in meeting the standards, and one for schools reported to be satisfactory, all schools, however, to be passed upon finally by the Central Reviewing Committee as a whole.

7. That all by-laws, regulations, etc., in conflict with these proposals be hereby repealed or amended to the extent of such conflict.

## REPORT OF AUDITING COMMITTEE

F. C. Jenkins, chairman of the committee to audit the books of the Secretary made the following report:

"Your committee begs leave to report that it has examined the books of the Secretary very carefully and finds that all records and reports are accurately and neatly kept.

It desires to commend the secretary upon the accurate and business-like way in which he keeps the records of the commission.

The following financial statement presented by the secretary was audited and fully approved by your committee."

## FINANCIAL STATEMENT NOV. 1, 1927

| | | Amount Spent | Budget Allowance |
|---|---|---|---|
| Clerical hire for secretary | | $120.00 | $120.00 |
| Stationery for Secretary | | | |
| April 7, 1927, Pepper Prin. Co. | $15.25 | | |
| October 8, 1927, Pepper Prin. Co. | 8.00 | | |
| | | 23.25 | 25.00 |
| Stamps | | | |
| December 12, 1926 | $10.00 | | |
| December 29, 1926 | 25.00 | | |
| March 7, 1927 | 10.00 | | |
| August 2, 1927 | 12.50 | | |
| | | 57.50 | 60.00 |
| Express | | | |
| February 4, 1927 | $4.73 | | |
| May 6, 1927 | 10.98 | | |
| | | 15.71 | 10.00 |
| Printing Annual Blank | | | |
| May 6, 1927 | | | |
| Daily Schedule | $ 7.00 | | |
| Teachers Records | 15.50 | | |
| Daily Schedule | 6.50 | | |
| Large blank | 115.00 | | |
| | | 144.00 | 135.00 |
| High School Quarterly | | | |
| February 4, 1927 | | | |
| Dr. J. S. Stewart | | 666.00 | 640.00 |
| Special Studies | | | |
| Junior High School | | 0 | 100.00 |
| Professional Training of Teachers | | 0 | 150.00 |
| Quinquennial Study: | | | |
| February 1, 1927 | | | |
| E. Hammargren | $ 42.70 | | |
| March 7, 1927, V. Dale | 100.00 | | |
| April 7, 1927, V. Dale | 100.00 | | |
| May 1, V. Dale | 100.00 | | |
| May 9, 1927 | | | |
| E. Cockrell | 3.70 | | |
| E. Tucker | 5.60 | | |
| May 23, 1927 | | | |
| Jos. Roemer (bills) | 6.29 | | |
| V. Dale | 100.00 | | |
| M. McKinstry | 16.80 | | |
| July 28, 1927 | | | |
| V. Dale | 100.00 | | |
| August 2, 1927 | | | |
| J. Roemer (Clerical hire paid) | 4.00 | | |
| August 15, 1927 | | | |
| V. Dale | 112.20 | | |
| | | 691.29 | 600.00 |

| | | Amount Spent | Budget Allowance |
|---|---|---|---|
| Report on College Freshmen Grades: | | | |
| Jan. 7, 1927, Pepper Printing Co. | 12.50 | | |
| Jan. 31, 1927, Pepper Printing Co. | 4.50 | | |
| Jan. 31, 1927, Pepper Printing Co. | 2.28 | | |
| Jan. 31, 1927, Pepper Printing Co. | .48 | | |
| Jan. 31, 1927, Pepper Printing Co. | .48 | | |
| Jan. 31, 1927, Pepper Printing Co. | 3.00 | | |
| Jan. 31, 1927, Peabody Tr. Reprints | 14.20 | | |
| Jan. 6, 1927, Virginia Dale | 100.00 | | |
| June 23, 1927, Jos. Roemer (Bills Paid) | 7.85 | | |
| Feb. 1, 1927, Deans' Report, V. Dale | 100.00 | | |
| Feb. 7, 1927, Pepper Printing Co. | 10.00 | | |
| Feb. 16, 1927, Pepper Printing Co. | 11.00 | | |
| March 7, 1927, Dalton Add. Mach. Co. | 7.50 | | |
| May 6, 1927, Pepper Printing Co. | 39.75 | | |
| June 26, 1927, Virginia Dale | 100.00 | | |
| July 8, 1927, Laramie Printing Co. | 10.50 | | |
| Aug. 10, 1927, Laramie Printing Co. | 10.50 | | |
| Aug 27, 1927, Jos. Roemer (Bills Paid) | 38.88 | | |
| Nov. 3, 1927, E. Hammargren | 55.30 | | |
| | | 528.72 | 000 |
| Certificates of Accreditation | | | |
| Feb 3, Stamps | 40.00 | | |
| Feb. 5, Welch Mfg. Co. | 68.00 | | |
| Feb. 14, Stamps | 10.64 | | |
| Feb. 14, E. Hammargren | 12.95 | | |
| | | 131.59 | 100.00 |
| Carried over: | | | |
| December 6, 1926 Paul W. Terry Junior High School Report | | 76.98 | |
| Total | | 2,455.04 | 1,940.00 |
| Amount overdrawn | | | 515.04 |
| TOTALS | | 2,455.04 | 2,455.04 |

NOTE: (1) $250.00 allowed for special studies not yet used.

(2) $528.72 spent on Deans' Report not provided for in budget.

(3) Omitting Deans' Report we are $13.68 to the good to date with the special studies to care for.

(4) If we omit the "Carried over item" of $76.98 we are $90.66 to the good with the two special studies to care for.

## REPORT OF BUDGET COMMITTEE

J. C. Harwood, Director of High Schools, Richmond, Va., next presented the proposed budget for 1927-1928. This budget was adopted by the commission, as follows:

PROPOSED BUDGET—1927-1928

| | | |
|---|---|---|
| 1. | Outstanding obligations | |
| | a. Study on Junior High Schools | $ 36.41 |
| | b. Study on Specialization of Teachers | 150.00 |
| 2. | National Committee on Research in Education | 150.00 |
| 3. | Codification of Laws | 100.00 |
| 4. | Continuation of Study on Specialization | 100.00 |
| 5. | Continuation of Study on Junior High School | 150.00 |
| 6. | Report on College Freshman Grades | 600.00 |
| 7. | Printing Blank for Reports | 150.00 |
| 8. | Stamps | 65.00 |
| 9. | Express to State Chairman | 20.00 |
| 10. | High School Quarterly | 725.00 |
| 11. | Certification of Schools | 150.00 |
| 12. | Secretarial Hire | 500.00 |
| 13. | Stationery for Secretary | 25.00 |
| 14. | Telegrams | 10.00 |
| 15. | For Inspection of Secondary Schools in the Several States | 3,000.00 |
| | TOTAL | $5,931.41 |

SUMMARY

| | |
|---|---|
| Total Income from the Commission | $9,330.00 |
| Budget Allowance for Commission | 5,931.41 |
| Difference | $3,398.59 |

## DROPPED SCHOOLS

The following resolution was adopted by the Commission:

No school applying shall be dropped without a year's warning. Any school warned shall be dropped the following year if the school persists in violating the same standards.

In anticipation of the passage of the amendment to the constitution proposed one year ago providing for a fifth member of the Commission, the Commission elected one man from each state to be their fifth member in case the amendment carried when the matter was brought up on the floor of the Association. The following members were elected:

Alabama—J. M. Malone, Principal, Simpson School, Birmingham.
Florida—Father Jerome, Prior, St. Leo Abbey, St. Leo.
Georgia—J. C. Woodward, Superintendent, Georgia Military Academy, College Park.
Kentucky—Miss Julia Pointer, Principal Science Hill High School, Shelbyville.
Louisiana—Father P. A. Roy, Principal, Jesuit High School, New Orleans.
Mississippi—J. E. Belka, Principal, Gulf Coast Military Academy, Gulfport.
North Carolina—T. E. Whitaker, President, Oak Ridge Institute.
South Carolina—J. D. Fulp, Superintendent, Bailey Military Institute, Greenwood.
Tennessee—C. T. Kirkpatrick, Principal, Hume-Fogg High School, Nashville.

Texas—W. W. Bondurant, Superintendent, Texas Military Institute, San Antonio.

Virginia—W. R. Phelps, President Randolph-Macon Academy, Bedford.

The proposed amendment carried and the above names were elected to membership on the Commission.

After closing up some little details on unfinished business, the chairman called for the nomination of officers for the commission for 1927-1928.

The following report of the nominating committee was accepted:

Chairman J. A. Stoddard, Professor of Secondary Education, University of South Carolina.

Vice Chairman J. A. Lyon, Director of Entrance, Tulane University, New Orleans, Louisiana.

Secretary, Jos. Roemer, Professor of Secondary Education and High School Visitor, University of Florida.

After thanking the members of the commission for their hearty co-operative assistance in every way during the meeting, and expressing his appreciation for every courtesy shown him during his term of office, Chairman Lyon declared the commission adjourned.

## DIVISION III.

## LIST OF ACCREDITED SECONDARY SCHOOLS, 1927-1928

### ALABAMA

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enroll-ment | Date Accredited |
|---|---|---|---|---|---|---|
| Albany (See Decatur Central High) | | | | | | |
| Andalusia | P | 6-3-3 | P. G. Myer | 10 | 278 | 1914 |
| Anniston | | | | | | |
| High School | P | 6-3-3 | S. E. Alverson | 14 | 260 | 1926 |
| Alabama Military Institute | Pr | 8-4 | E. B. Fishburne | 8 | 89 | 1922 |
| Athens | | | | | | |
| Rivers Academy | Pr | 8-4 | Carra Ruth Lee | 4 | 57 | 1914 |
| Attalla | | | | | | |
| Etowah County High School | P | 8-4 | F. D. Dowdy | 9 | 273 | 1924 |
| Auburn | | | | | | |
| Lee County High School | P | 6-3-3 | J. A. Parrish | 7 | 134 | 1925 |
| Bessemer | | | | | | |
| High School | P | 6-3-3 | Jas. A. Davis | 19 | 358 | 1917 |
| Hueytown High School (R.1) | P | 6-3-3 | H. F. Gilmore | 13 | 343 | 1923 |
| McAdory High School (R.3) | P | 6-3-3 | Mrs. H. H. King | 10 | 203 | 1921 |
| Birmingham | | | | | | |
| Compton Seminary | Pr | 8-4 | Hattie Morton | 8 | 161 | 1923 |
| Ensley High School | P | 8-4 | E. E. Smith | 75 | 1754 | 1913 |
| Phillips High School | P | 8-4 | C. J. Going | 87 | 2134 | 1913 |
| Shades-Cahaba High School | P | 6-3-3 | J. M. Ward | 14 | 370 | 1923 |
| Simpson School | Pr | 8-4 | J. M. Malone | 9 | 199 | 1922 |
| Woodlawn High School | P | 8-4 | N. B. Hendrix | 72 | 1698 | 1923 |
| Boaz | | | | | | |
| Snead Seminary | Pr. | 6-3-3 | L. F. Corley | 16 | 428 | 1924 |

## ALABAMA—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enrollment | Date Accredited |
|---|---|---|---|---|---|---|
| Boyles | | | | | | |
| Jefferson County High School | P | 6-3-3 | Wm. J. Baird | 18 | 446 | 1917 |
| Centerville | | | | | | |
| Bibb County High School | P | 6-3-3 | O. C. Bottoms | 8 | 167 | 1921 |
| Clanton | | | | | | |
| Chilton County High School | P | 6-3-3 | Elsworth Ellis | 9 | 210 | 1927 |
| Cullman | | | | | | |
| Cullman County High School | P | 6-3-3 | H. A. Fowler | 14 | 361 | 1921 |
| Decatur | | | | | | |
| High School | P | 6-3-3 | W. T. Jordan | 7.5 | 166 | 1913 |
| Central High School | P | 6-3-3 | Rush B. Johnson | 11 | 235 | 1916 |
| Dothan | P | 6-3-3 | Sellers Stough | 12 | 236 | 1914 |
| Ensley (Star Route) | | | | | | |
| Minor High School | P | 6-3-3 | W. C. Petty | 11 | 330 | 1923 |
| Enterprise | | | | | | |
| Coffee County High School | P | 6-3-3 | W. E. Snuggs | 8 | 215 | 1926 |
| Eufaula | P | 6-3-3 | Thurman J. Campbell | 6 | 136 | 1913 |
| Fairfield | P | 6-2-4 | F. M. Cook | 13 | 234 | 1923 |
| Florala | | | | | | |
| Covington County High School | P | 6-3-3 | Patterson Hicks | 8 | 165 | 1925 |
| Florence | | | | | | |
| Coffee High School | P | 6-3-3 | J. N. Howell | 13 | 336 | 1920 |
| Gadsden | P | 7-4 | J. D. Samuels | 19 | 609 | 1913 |
| Greenville | | | | | | |
| Butler County High School | P | 6-3-3 | Reuben Self | 11 | 308 | 1923 |
| Guntersville | | | | | | |
| Marshall County High School | P | 6-3-3 | Dexter L. Hovater | 9 | 204 | 1922 |
| Hartselle | | | | | | |
| Morgan County High School | P | 6-3-3 | W. T. Tiller | 8 | 189 | 1926 |

## ALABAMA—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enrollment | Date Accredited |
|---|---|---|---|---|---|---|
| Huntsville | P | 8-4 | H. G. Hamm | 11 | 260 | 1913 |
| Jasper | | | | | | |
| Walker County High School | P | 6-3-3 | O. W. Hyatt | 9 | 206 | 1927 |
| LaFayette | P | 6-3-3 | E. L. Stough | 10 | 221 | 1926 |
| Marion | | | | | | |
| Marion Military Institute | Pr. | 8-4 | W. L. Murfee | 6 | 40 | 1926 |
| Mobile | | | | | | |
| High School | P | 7-4 | K. J. Clark | 75 | 1987 | 1912 |
| Girls' Preparatory School | Pr | 6-6 | Julius T. Wright | 7 | 84 | 1925 |
| University Military School | Pr | 6-6 | Julius T. Wright | 6 | 145 | 1900 |
| Montevallo | P | 6-3-3 | M. L. Orr | 9 | 205 | 1923 |
| Montgomery | | | | | | |
| Lanier High School | P | 7-4 | J. S. McCants | 52 | 1346 | 1913 |
| Montgomery County High School | P | 6-3-3 | D. L. Taylor | 17 | 460 | 1923 |
| Newton | | | | | | |
| Newton Institute | Pr | 8-4 | P. W. Lett | 4 | 72 | 1923 |
| Northport | | | | | | |
| Tuscaloosa County High School | P | 6-3-3 | Houston Cole | 7 | 160 | 1927 |
| Opelika | | | | | | |
| Clift High School | P | 7-4 | Fred M. Nelson | 11 | 269 | 1917 |
| Opp | P | 6-3-3 | H. N. Lee | 10 | 184 | 1925 |
| Ozark | | | | | | |
| Dale County High School | P | 6-3-3 | A. C. Anderson | 12 | 334 | 1926 |
| Pike Road | P | 6-3-3 | C. S. Keller | 7 | 87 | 1921 |
| Powderly | | | | | | |
| Jones Valley High School | P | 6-3-3 | C. W. Phillips | 14 | 289 | 1921 |
| Ramer | P | 6-3-3 | A. H. Collins | 11 | 238 | 1921 |
| St. Bernard | P | 8-4 | Germain Taylor, O. S. B. | 14 | 134 | 1922 |
| Selma | P | -- | Ott Wright | 15 | 362 | 1913 |

## ALABAMA—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enroll-ment | Date Accredited |
|---|---|---|---|---|---|---|
| Shawmut | P | 6-3-3 | W. T. Harrison | 7 | 123 | 1927 |
| Sheffield | P | 6-3-3 | J. B. Erwin | 11 | 222 | 1920 |
| Spring Hill | P | 8-4 | Jos. B. Bassick, S. J. | 15 | 158 | 1920 |
| Sulligent | P | 6-3-3 | W. D. Newman | 7 | 157 | 1927 |
| Sylacauga | | | | | | |
| State Secondary Agricultural School | P | 8-4 | W. F. Nichols | 8 | 180 | 1926 |
| Talladega | P | 6-3-3 | E. A. McBride | 7.5 | 146 | 1914 |
| Thorsby | | | | | | |
| Thorsby Institute | Pr | 8-4 | Helen C. Jenkins | 9 | 74 | 1923 |
| Troy | P | 6-3-3 | W. M. Hughes | 8 | 152 | 1920 |
| Tuscaloosa | P | 6-3-3 | Clara L. Verner | 19 | 316 | 1914 |
| Tuscumbia | | | | | | |
| Deshler High School | P | 6-3-3 | R. E. Thompson | 13 | 316 | 1926 |
| Union Springs | P | 6-3-3 | E. S. Pugh | 8 | 192 | 1927 |
| Uniontown | P | 6-3-3 | J. S. Branyon | 6 | 68 | 1925 |
| Total | | 65 | | 987 | 22473 | |
| | | | Average per school | 15 | 346 | |

## FLORIDA

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enroll-ment | Date Accredited |
|---|---|---|---|---|---|---|
| Arcadia | | | | | | |
| DeSoto County High School | P | 10-12 | John M. Crowell | 18 | 415 | 1914 |
| Auburndale | P | 7-12 | R. E. Brunson | 6 | 158 | 1925 |
| Avon Park | P | 7-12 | R. T. Fairey | 10 | 234 | 1923 |
| Bartow | | | | | | |
| Summerlin Institute | P | 9-12 | Edward L. Beeson | 10 | 223 | 1915 |
| Blountstown | | | | | | |
| Calhoun County High School | P | 9-12 | A. M. Singletary | 7 | 96 | 1924 |
| Bradenton | | | | | | |
| Manatee County High School | P | 9-12 | O. J. Detrick | 17 | 407 | 1914 |
| Brooksville | | | | | | |
| Hernando County High School | P | 9-12 | K. B. Hait | 9 | 150 | 1926 |
| Bushnell | P | 9-12 | J. M. Leps | 6 | 104 | 1925 |
| Chipley | | | | | | |
| Washington County High School | P | 9-12 | J. F. Arnold | 7 | 167 | 1924 |
| Clearwater | | | | | | |
| Central High School | P | 10-12 | J. W. Scofield | 11 | 259 | 1914 |
| Cocoa | P | 7-12 | C. B. Taylor | 11 | 206 | 1925 |
| Coral Gables | | | | | | |
| Coral Gables Military Academy | Pr | 7-12 | J. R. Williams | 5 | 24 | 1927 |
| Ponce DeLeon High School | P | 10-12 | E. E. McCarty | 12 | 215 | 1926 |
| Crescent City | P | 7-12 | J. F. Houck, Jr. | 8 | 105 | 1926 |
| Dania | P | 7-12 | H. H. Denison | 12 | 192 | 1924 |
| Daytona Beach | | | | | | |
| Daytona Beach High School | P | 10-12 | J. F. Eastham | 18 | 192 | 1914 |
| Seabreeze High School | P | 10-12 | R. J. Longstreet | 6 | 85 | 1920 |
| DeFuniak Springs | | | | | | |
| Palmer College Academy | Pr | 9-12 | H. A. Love | 7 | 61 | 1924 |
| Walton County High School | P | 9-12 | W. J. Wells, Jr. | 8 | 232 | 1927 |

## FLORIDA—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enrollment | Date Accredited |
|---|---|---|---|---|---|---|
| DeLand | P | 10-12 | R. H. Adams | 16 | 188 | 1918 |
| Delray | P | 9-12 | C. H. Lander | 6 | 79 | 1922 |
| Dunellon | P | 7-12 | W. B. Cate | 5 | 118 | 1922 |
| Eau Gallie | P | 7-12 | D. G. Beck | 6 | 60 | 1926 |
| Eustis | P | 7-12 | W. L. Goette | 12 | 216 | 1923 |
| Fort Lauderdale | P | 7-12 | U. J. Bennett | 39 | 586 | 1918 |
| Fort Meade | P | 9-12 | W. S. Nicholson | 8 | 157 | 1917 |
| Fort Myers | P | 10-12 | H. L. Watkins | 11 | 252 | 1914 |
| Fort Pierce | P | 9-12 | Emmett Taylor | 13 | 218 | 1918 |
| Gainesville | P | 7-12 | F. W. Buchholtz | 21 | 683 | 1914 |
| Green Cove Springs | | | | | | |
| Florida Military Academy | Pr | 9-12 | L. G. Jones | 5 | 33 | 1914 |
| Clay County High School | P | 9-12 | H. D. Epting | 6 | 100 | 1927 |
| Groveland | P | 7-12 | T. J. Poppell | 5 | 114 | 1926 |
| Haines City | P | 9-12 | E. A. Crowell | 7 | 101 | 1926 |
| Hastings | P | 9-12 | F. B. Lindsay | 4 | 71 | 1926 |
| High Springs | P | 9-12 | G. H. Mears | 4 | 84 | 1925 |
| Homestead | | | | | | |
| Homestead Junior and Senior High School | P | 7-12 | R. L. Coville | 11 | 198 | 1921 |
| Redland Senior High School | P | 9-12 | L. A. Gray | 7 | 87 | 1926 |
| Jacksonville | | | | | | |
| Andrew Jackson High School | P | 10-12 | R. B. Rutherford | 30 | 746 | 1927 |
| Landon High School | P | 7-12 | R. C. Marshall | 29 | 573 | 1927 |
| Robert E. Lee High School | P | 10-12 | E. L. Lounsbury | 30 | 790 | 1927 |
| Key West | | | | | | |
| Key West Junior and Senior High School | P | 7-12 | E. E. Mossman | 19 | 533 | 1924 |
| Kissimmee | | | | | | |
| Osceola County High School | P | 9-12 | D. B. Shaver | 12 | 217 | 1914 |
| LaBelle | P | 7-12 | R. E. Springston | 8 | 112 | 1924 |

## FLORIDA—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enrollment | Date Accredited |
|---|---|---|---|---|---|---|
| Lake City | | | | | | |
| Columbia County High School | P | 9-12 | E. F. McLane | 9 | 193 | 1923 |
| Lakeland | P | 9-12 | G. E. Everett | 38 | 912 | 1914 |
| Lake Wales | P | 9-12 | C. E. Crosland | 8 | 147 | 1924 |
| Lake Worth | P | 9-12 | C. I. Hollingsworth | 18 | 239 | 1922 |
| Largo | P | 7-12 | W. E. Erwin | 9 | 194 | 1915 |
| Leesburg | P | 9-12 | W. B. Treloar | 11 | 233 | 1915 |
| Live Oak | | | | | | |
| Suwanee High School | P | 7-12 | J. H. Kelly | 11 | 324 | 1914 |
| Marianna | P | 7-12 | S. N. Reeves | 11 | 287 | 1925 |
| Melbourne | P | 7-12 | P. L. Peaden | 14 | 259 | 1925 |
| Melrose | P | 7-12 | Gertrude McArthur | 4 | 72 | 1927 |
| Miami | | | | | | |
| Dade County Agricultural High School | P | 7-12 | J. G. Fisher | 21 | 435 | 1921 |
| Miami High School | P | 10-12 | W. R. Thomas | 56 | 1353 | 1914 |
| Miami Beach | | | | | | |
| Ida M. Fisher High School | P | 7-12 | C. C. Carson | 18 | 267 | 1927 |
| Milton | | | | | | |
| Santa Rosa County High School | P | 9-12 | S. A. Draper | 8 | 134 | 1924 |
| Montverde | P | 7-12 | H. P. Carpenter | 8 | 140 | 1927 |
| Mount Dora | P | 9-12 | D. D. Roseborough | 6 | 65 | 1925 |
| Mulberry | P | 9-12 | D. C. Trexler | 5 | 142 | 1923 |
| New Smyrna | P | 7-12 | R. L. Goulding | 15 | 283 | 1917 |
| Ocala | P | 9-12 | W. G. Masterson | 14 | 299 | 1914 |
| Ocoee | P | 9-12 | R. G. Pitman | 7 | 83 | 1925 |
| Okeechobee | P | 9-12 | B. L. Hassell | 7 | 101 | 1923 |
| Orlando | | | | | | |
| Orlando Senior High School | P | 10-12 | J. B. Walker | 29 | 657 | 1920 |

## FLORIDA—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enrollment | Date Accredited |
|---|---|---|---|---|---|---|
| Palatka | | | | | | |
| Putnam County High School | P | 7-12 | W. W. Carter | 12 | 400 | 1916 |
| Palmetto | P | 9-12 | Oscar Smith | 11 | 287 | 1918 |
| Panama City | | | | | | |
| Bay County High School | P | 9-12 | L. L. Thompson | 11 | 293 | 1923 |
| Pensacola | P | 9-12 | J. H. Workman | 29 | 871 | 1918 |
| Perry | | | | | | |
| Taylor County High School | P | 9-12 | C. M. Jones | 8 | 130 | 1923 |
| Plant City | P | 9-12 | W. H. Cassels | 20 | 403 | 1914 |
| Pompano | P | 7-12 | S. C. Fox | 8 | 107 | 1927 |
| Port St. Joe | P | 9-12 | J. L. Watson | 4 | 39 | 1927 |
| Quincy | | | | | | |
| Gadsden County High School | P | 9-12 | J. E. Brewton | 11 | 192 | 1914 |
| St. Augustine | | | | | | |
| High School | P | 7-12 | Fritz Hatcher | 13 | 485 | 1921 |
| St. Joseph's Academy | Pr | 9-12 | Sister Theresa Joseph | 6 | 81 | 1924 |
| St. Cloud | P | 9-12 | H. F. Zetrouer | 9 | 104 | 1924 |
| St. Leo | | | | | | |
| St. Leo Academy | Pr | 7-12 | Abbot Charles Mohr | 10 | 54 | 1921 |
| St. Petersburg | P | 10-12 | W. W. Little | 46 | 1010 | 1914 |
| Sanford | | | | | | |
| Seminole County High School | P | 9-12 | G. E. McKay | 17 | 419 | 1924 |
| Sarasota | P | 10-12 | J. C. Peel | 14 | 191 | 1918 |
| Sebring | P | 7-12 | Samuel Long | 10 | 181 | 1923 |
| Stewart | P | 7-12 | A. L. Boyer | 7 | 105 | 1923 |
| Tallahassee | | | | | | |
| Leon County High School | P | 10-12 | G. B. Simmons | 10 | 199 | 1914 |
| Tampa | | | | | | |
| Convent of the Holy Names | Pr | 9-12 | Sister Mary Ethelbert | 4 | 96 | 1927 |

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enroll-ment | Date Accredited |
|---|---|---|---|---|---|---|
| English Classical School | Pr | 9-12 | Jay Hanford | 7 | 35 | 1926 |
| Hillsboro Senior High School | P | 10-12 | F. H. Spaulding | 49 | 1135 | 1914 |
| Plant Senior High School | P | 10-12 | M. W. Carothers | 24 | 520 | 1927 |
| Sacred Heart Academy | Pr | 9-12 | J. H. McKervey | 7 | 77 | 1924 |
| Tarpon Springs | P | 7-12 | G. E. Smith | 10 | 142 | 1915 |
| Titusville | P | 7-12 | W. D. Harris | 7 | 186 | 1925 |
| Umatilla | P | 9-12 | W. O. Smith | 5 | 84 | 1923 |
| Vero Beach | P | 6-3-3 | A. J. Hutchins | 9 | 101 | 1924 |
| Wauchula | P | 9-12 | S. W. McInnis | 14 | 353 | 1914 |
| West Palm Beach | P | 9-12 | H. E. Spaulding | 37 | 644 | 1914 |
| Winter Haven | P | 9-12 | Walter Roberts | 16 | 295 | 1921 |
| Winter Park | P | 7-12 | S. W. Cason | 11 | 239 | 1923 |
| Totals | | 97 | | 1205 | 26118 | |
| | | | Average per School | 13 | 269 | |

# GEORGIA

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enrollment | Date Accredited |
|---|---|---|---|---|---|---|
| Acworth High School | P | 4 | L. D. Singleton | 4 | 80 | 1927 |
| Albany High School | P | 4 | J. O. Allen | 20 | 543 | 1915 |
| Americus High School | P | 4 | C. M. Hale | 9 | 264 | 1917 |
| Ashburn High School | P | 4 | Geo. S. Roach | 5 | 117 | 1918 |
| Athens | | | | | | |
| High School | P | 4 | E. B. Mell | 32 | 600 | 1913 |
| Academy of Lucy Cobb | Pr | 4 | W. T. Hollingsworth | 8 | 40 | 1922 |
| Atlanta | | | | | | |
| Boys' High School | P | 3-3 | H. O. Smith | 17 | 664 | 1913 |
| Commercial High School | P | 3-3 | W. C. Lowe | 30 | 912 | 1922 |
| Fulton County High School | P | 4 | W. F. Dykes | 28 | 958 | 1918 |
| Girls' High School | P | 3-3 | Jessie Muse | 30 | 841 | 1914 |
| Marist College | Pr | 4 | P. H. Dagneau | 9 | 78 | 1927 |
| North Ave. Presbyterian School | Pr | 4 | Thyrza S. Askew | 10 | 196 | 1921 |
| Tech High School | P | 3-3 | W. O. Cheney | 36 | 865 | 1917 |
| University School | Pr | 4 | W. E. Dendy | 7 | 91 | 1913 |
| Washington Seminary | Pr | 4 | L. D. Scott | 17 | 259 | 1927 |
| Augusta | | | | | | |
| Academy of Richmond County | P | 4 | Geo. P. Butler | 27 | 632 | 1911 |
| Tubman High School | P | 4 | T. H. Garrett | 31 | 813 | 1911 |
| Bainbridge High School | P | 4 | E. G. Elcan | 9 | 218 | 1917 |
| Barnesville | | | | | | |
| Gordon Institute | P | 4 | L. D. Watson, Jr. | 7 | 157 | 1913 |
| Blackshear High School | P | 4 | E. D. Whisonant | 7 | 207 | 1921 |
| Blythe High School | P | 4 | Roy K. Hood | 5 | 115 | 1924 |
| Brunswick | | | | | | |
| Glynn County Academy | P | 3-3 | R. D. Eadie | 11 | 302 | 1914 |
| Cairo High School | P | 4 | John H. Morrison | 8 | 157 | 1924 |

## GEORGIA—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enroll-ment | Date Accredited |
|---|---|---|---|---|---|---|
| Calhoun High School | P | 4 | R. C. David | 5 | 140 | 1923 |
| Canton High School | P | 4 | J. P. Cash | 8 | 188 | 1924 |
| Carrollton High School | P | 4 | W. Fred Gunn | 9 | 223 | 1926 |
| Cartersville High School | P | 4 | H. B. Robertson | 8 | 243 | 1915 |
| Cedartown High School | P | 4 | J. E. Purks | 8 | 262 | 1913 |
| Clarksville 9th District A. & M. | P | 4 | W. A. Hatfield | 9 | 135 | 1926 |
| Claxton High School | P | 4 | H. J. W. Kizer | 6 | 148 | 1927 |
| Cochran High School | P | 4 | T. M. Purcell | 6 | 98 | 1924 |
| College Park Georgia Military Academy | Pr | 4 | J. C. Woodward | 15 | 254 | 1911 |
| Columbus High School | P | 4 | T. C. Kendrick | 24 | 765 | 1913 |
| Commerce High School | P | 4 | Chas. W. O'Rear | 7 | 112 | 1918 |
| Conyers High School | P | 4 | C. C. Gilbert | 5 | 106 | 1921 |
| Cordele High School | P | 4 | D. H. Standard | 8 | 248 | 1918 |
| Covington High School | P | 4 | A. W. Baldwin | 6 | 144 | 1917 |
| Cuthbert High School | P | 4 | J. F. Molorow | 5 | 136 | 1924 |
| Dalton High School | P | 4 | J. I. Allman | 12 | 278 | 1917 |
| Dawson High School | P | 4 | J. C. Dixon | 6 | 145 | 1921 |
| Decatur High School | P | 3-3 | Lamar Ferguson | 13 | 303 | 1921 |
| Dublin High School | P | 4 | Knox Walker | 16 | 383 | 1913 |
| East Point High School | P | 4 | Jas. T. McGee | 13 | 320 | 1927 |
| Eatonton High School | P | 4 | Wm. J. Dickey | 5 | 123 | 1927 |
| Elberton High School | P | 4 | B. M. Grier | 11 | 221 | 1913 |
| Fitzgerald High School | P | 4 | G. E. Usher | 9 | 299 | 1914 |
| Ft. Valley High School | P | 4 | J. F. Lambert | 7 | 195 | 1914 |
| Gainesville High School | P | 4 | W. P. Martin | 12 | 404 | 1921 |

## GEORGIA—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enrollment | Date Accredited |
|---|---|---|---|---|---|---|
| Riverside Academy | Pr | 4 | W. D. Mooney | 18 | 347 | 1920 |
| Greensboro High School | P | 4 | C. C. Wills | 5 | 102 | 1914 |
| Griffin High School | P | 4 | L. M. Lester | 10 | 396 | 1914 |
| Hartwell High School | P | 4 | R. T. Knox | 8 | 216 | 1922 |
| Hawkinsville High School | P | 4 | T. Clower | 6 | 131 | 1921 |
| Hephzibah High School | P | 4 | W. G. Robertson | 5 | 74 | 1927 |
| Jackson High School | P | 4 | D. V. Spencer | 5 | 120 | 1926 |
| LaGrange High School | P | 4 | H. S. Burdette | 16 | 418 | 1916 |
| Lavonia High School | P | 4 | Mabel Woodward | 6 | 110 | 1924 |
| Locust Grove Inst. | Pr | 4 | Claude Gray | 7 | 100 | 1913 |
| Louisville High School | P | 4 | D. Dondaldson | 5 | 95 | 1927 |
| Macon | | | | | | |
| Lanier High School for Girls | P | 3-3 | Margaret McEvoy | 23 | 647 | 1916 |
| Lanier High School for Boys | P | 3-3 | Paul R. Anderson | 21 | 582 | 1924 |
| Madison High School | P | 4 | J. H. Purks | 5 | 95 | 1914 |
| Manchester High School | P | 4 | H. R. McLartey | 6 | 147 | 1926 |
| Marietta High School | P | 4 | C. A. Keith | 14 | 324 | 1923 |
| Metter High School | P | 4 | W. T. Knox | 5 | 129 | 1921 |
| Monroe High School | P | 4 | C. W. Reid | 8 | 101 | 1924 |
| Montezuma High School | P | 4 | W. E. Queener | 6 | 141 | 1927 |
| Moultrie High School | P | 4 | J. L. Yaden | 17 | 345 | 1916 |
| Mount Berry | | | | | | |
| The Berry Schools | Pr | 4 | G. Leland Green | 30 | 402 | 1922 |
| Mount Vernon | | | | | | |
| Brewton-Parker Inst. | Pr | 4 | A. M. Gates | 8 | 149 | 1920 |
| Newnan High School | P | 4 | B. F. Pickett | 12 | 286 | 1913 |
| Norman Institute | Pr | 4 | L. H. Browning | 7 | 155 | 1920 |
| Oxford Emory University Academy | Pr | 4 | A. W. Rees | 9 | 134 | 1920 |

## GEORGIA—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enrollment | Date Accredited |
|---|---|---|---|---|---|---|
| Pembroke: Bryan County High School | P | 4 | B. E. Flowers | 4 | 89 | 1927 |
| Perry High School | P | 4 | J. M. Gooden | 5 | 111 | 1927 |
| Quitman High School | P | 4 | H. D. Knowles | 8 | 197 | 1914 |
| Richland High School | P | 4 | Lucius Lamar, Jr. | 6 | 77 | 1927 |
| Rome | | | | | | |
| High School | P | 4 | B. F. Quigg | 15 | 528 | 1913 |
| Darlington Academy | Pr | 4 | C. R. Wilcox | 9 | 138 | 1913 |
| Savannah | | | | | | |
| Senior High School | P | 3-3 | M. M. Phillips | 32 | 904 | 1918 |
| Benedictine School | Pr | 4 | Raphael Arthur | 10 | 194 | 1914 |
| Pape School | Pr | 4 | Nina Pape | 9 | 44 | 1923 |
| Summerville High School | P | 4 | R. G. Vinson | 5 | 116 | 1927 |
| Tallapoosa High School | P | 4 | D. W. Windsor | 7 | 159 | 1927 |
| Thomasville High School | P | 4 | B. B. Broughton | 10 | 304 | 1914 |
| Thomaston R. E. Lee Inst. | P | 4 | Mark A. Smith | 7 | 205 | 1924 |
| Tifton High School | P | 4 | R. E. Moseley | 13 | 242 | 1919 |
| Toccoa High School | P | 4 | R. H. Moss | 8 | 179 | 1919 |
| Valdosta High School | P | 4 | J. P. Mott | 12 | 449 | 1913 |
| Washington High School | P | 4 | W. E. Monts | 8 | 167 | 1924 |
| Waycross High School | P | 3? | W. D. Miller | 11 | 310 | 1924 |
| Waynesboro High School | P | 4 | T. J. Lance | 7 | 127 | 1919 |
| West Point High School | P | 4 | W. P. Thomas | 5 | 97 | 1921 |
| Winder High School | P | 4 | W. W. Stancil | 8 | 216 | 1917 |
| Woodbury Meriwether County High School | P | 4 | R. L. Johnson | 5 | 85 | 1927 |
| Total | 95 | | | 1079 | 25711 | |
| | | | Average per School | 11 | 271 | |

# KENTUCKY

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enrollment | Date Accredited |
|---|---|---|---|---|---|---|
| Anchorage | P | 6-6 | A. B. Crawford | 10 | 195 | 1923 |
| Ashland | P | 6-3-3 | J. D. Falls | 29 | 565 | 1914 |
| Beaver Dam | P | 8-4 | E. E. Tartar | 4 | 127 | 1925 |
| Bellevue | P | 8-4 | Leo F. Gilligan | 7 | 129 | 1914 |
| Berea Academy | Pr | 9-3 | C. N. Shutt | 21 | 445 | 1924 |
| Bowling Green | | | | | | |
| Bowling Green High School | P | 8-4 | Nina McGinnis | 11 | 310 | 1923 |
| Teachers College High | P | 6-6 | L. B. Stephan | 8 | 147 | 1927 |
| Buckhorn | | | | | | |
| Witherspoon College | Pr | 6-6 | Asbury Johnstone | 8 | 206 | 1926 |
| Calhoun | P | 8-4 | George B. Holman | 4 | 99 | 1927 |
| Campbellsville | | | | | | |
| Campbellsville College | Pr | 6-6 | L. C. Henderson | 8 | 108 | 1927 |
| Carlisle | P | 8-4 | E. C. Pfanstiel | 7 | 170 | 1924 |
| Carrollton | P | 8-4 | P. B. Boyd | 5 | 126 | 1918 |
| Catlettsburg | P | 8-4 | Powell E. Barker | 8 | 170 | 1921 |
| Central City | P | 8-4 | Tim Meinschien | 10 | 272 | 1926 |
| Columbia | P | 8-4 | L. H. Lutes | 5 | 148 | 1926 |
| Corbin | P | 8-4 | G. W. Campbell | 7 | 214 | 1925 |
| Covington | | | | | | |
| Holmes High School | P | 8-4 | John L. Goble | 35 | 822 | 1913 |
| Notre Dame Academy | Pr | 8-4 | Sister M. Angela | 6 | 70 | 1924 |
| St. Walberg | Pr | 8-4 | Sister M. Julietta | 4 | 57 | 1925 |
| Villa Madonna | Pr | 8-4 | Sister Vicentia | 5 | 56 | 1925 |
| Cynthiana | P | 8-4 | W. E. Lawson | 9 | 200 | 1922 |
| Danville | P | 6-6 | Maurice Seay | 10 | 249 | 1921 |
| Dayton | P | 6-6 | A. A. Allison | 13 | 356 | 1921 |
| Elizabethtown | P | 8-4 | T. E. Wortham | 5 | 156 | 1918 |

## KENTUCKY—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enrollment | Date Accredited |
|---|---|---|---|---|---|---|
| Fort Thomas | | | | | | |
| Highlands High School | P | 6-6 | Anna B. Regenstein | 16 | 403 | 1917 |
| Frankfort | P | 6-6 | Gladstone Koffman | 12 | 265 | 1913 |
| Franklin | P | 6-6 | W. L. Matthews | 9 | 167 | 1925 |
| Fulton | P | 8-4 | W. L. Swann | 11 | 240 | 1922 |
| Georgetown | P | 8-4 | C. R. Lisanby | 8 | 169 | 1914 |
| Glasgow | P | 8-4 | R. A. Palamore | 7 | 213 | 1925 |
| Greenville | P | 6-6 | V. M. Moseley | 10 | 284 | 1925 |
| Harlan | P | 8-4 | Paul Meek | 13 | 308 | 1926 |
| Hazard | P | 8-4 | J. Foley Snyder | 8 | 159 | 1925 |
| Hickman | P | 8-4 | J. M. Calvin | 6 | 122 | 1921 |
| Hindman Settlement School | Pr | 4 | J. F. Smith | 7 | 95 | 1927 |
| Hopkinsville | | | | | | |
| Hopkinsville High School | P | 8-4 | T. B. Sporing | 15 | 404 | 1913 |
| Horse Cave | P | 8-4 | V. L. Christian | 5 | 97 | 1923 |
| La Center, Ballard County High School | P | 8-4 | J. R. Whitmer | 5 | 112 | 1926 |
| Lancaster | P | 8-4 | R. D. Judd | 5 | 115 | 1924 |
| Lebanon | P | 8-4 | J. R. Sterrett | 5 | 138 | 1925 |
| Leitchfield | P | 8-4 | Bettie Morgan | 5 | 102 | 1925 |
| Lexington | | | | | | |
| Hamilton College | Pr | 8-4 | Hilda Threldkeld | 6 | 68 | 1925 |
| Sayre College | Pr | 8-4 | J. C. Hanley | 4 | 54 | 1924 |
| Picadome | P | 6-6 | Margaret McCubbing | 11 | 264 | 1926 |
| Senior High School | P | 6-3-3 | Charles Skinner | 30 | 645 | 1921 |
| St. Catherine's Academy | Pr | 8-4 | Sister Columba | 4 | 63 | 1926 |
| University High School | Pr | 8-4 | M. E. Ligon | 6 | 76 | 1921 |
| Livermore | P | 8-4 | L. V. Burge | 6 | 123 | 1926 |
| London, Sue Bennett Memorial | Pr | 8-4 | K. C. East | 12 | 117 | 1922 |

## KENTUCKY—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enrollment | Date Accredited |
|---|---|---|---|---|---|---|
| Louisa | P | 8-4 | William Vaughan | 10 | 238 | 1926 |
| Louisville | | | | | | |
| Sacred Heart Academy | Pr | 6-6 | Sister Angela | 5 | 99 | 1926 |
| J. M. Atherton School for Girls | P | 8-4 | Emma Woerner | 48 | 1070 | 1924 |
| Dupont Manual Training School | P | 8-4 | E. P. Chapin | 44 | 945 | 1921 |
| Girls High School | P | 8-4 | S. B. Tinsley | 59 | 1425 | 1913 |
| Male High School | P | 8-4 | J. B. Carpenter | 55 | 1323 | 1913 |
| Loretta Academy | Pr | 8-4 | Sister M. Faber | 5 | 55 | 1926 |
| Kentucky Home School for Girls | Pr | 7-5 | Annie Anderson | 8 | 51 | 1922 |
| Presentation Academy | Pr | 8-4 | Sister A. Teresa | 8 | 151 | 1925 |
| Ursuline Academy | Pr | 8-4 | Sister M. Dolorosa | 5 | 126 | 1927 |
| Ludlow | P | 6-6 | L. F. Gilligan | 11 | 232 | 1926 |
| Lyndon | | | | | | |
| Kentucky Military Institute | Pr | 8-4 | C. B. Richmond | 11 | 133 | 1925 |
| Madisonville | P | 8-4 | C. I. Henry | 12 | 290 | 1919 |
| Mayfield | P | 8-4 | Kenneth Patterson | 11 | 312 | 1916 |
| Mayslick | P | 6-6 | Gordie Young | 4 | 63 | 1922 |
| Maysville | P | 8-4 | E. P. Browning | 10 | 196 | 1921 |
| Middlesboro | P | 8-4 | M. M. Moss | 13 | 337 | 1922 |
| Millersburg | | | | | | |
| Bourbon County High | P | 8-4 | O. L. Mullikin | 5 | 91 | 1923 |
| Millersburg Military Institute | Pr | 8-4 | W. R. Nelson | 6 | 60 | 1925 |
| Morganfield | P | 8-4 | T. O. Hall | 7 | 198 | 1920 |
| Murray | P | 8-4 | W. J. Caplinger | 7 | 209 | 1924 |
| Nazareth Academy | Pr | 8-4 | Sister Ignatius | 10 | 58 | 1920 |
| Newport | P | 8-4 | P. L. Hamlett | 17 | 465 | 1913 |
| Nicholasville | P | 6-6 | H. C. Burnette | 8 | 238 | 1926 |

## KENTUCKY—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enroll-ment | Date Accredited |
|---|---|---|---|---|---|---|
| Owensboro | P | 8-4 | J. O. Lewis | 24 | 538 | 1913 |
| Paducah | | | | | | |
| Augusta Tilghman High | P | 6-3-3 | Walter Jetton | 27 | 530 | 1913 |
| McCracken County High | P | 8-4 | C. O. Warren | 5 | 136 | 1922 |
| Paintsville | P | 8-4 | H. C. Taylor | 8 | 187 | 1927 |
| Paris | P | 6-3-3 | F. A. Scott | 19 | 464 | 1915 |
| Pippapass | | | | | | |
| Knott County High | P | 6-6 | Claire McVitty | 12 | 136 | 1926 |
| Pikeville | | | | | | |
| Pikeville Academy | Pr | 8-4 | F. D. McClelland | 14 | 150 | 1925 |
| Pikeville High | P | 8-4 | T. W. Oliver | 10 | 275 | 1925 |
| Pineville | P | 8-4 | W. M. Wilson | 9 | 224 | 1925 |
| Providence | P | 6-6 | L. P. Jones | 8 | 229 | 1926 |
| Princeton, Butler High | P | 6-6 | C. A. Horn | 10 | 436 | 1923 |
| Richmond | | | | | | |
| Eastern Normal High | Pr | 8-4 | W. C. Jones | 15 | 170 | 1927 |
| Madison High | P | 8-4 | W. F. O'Donnell | 8 | 231 | 1925 |
| Russell | P | 8-4 | B. F. Kidwell | 8 | 150 | 1925 |
| Russellville | P | 8-4 | C. T. Canon | 5 | 138 | 1926 |
| Scottsville | P | 8-4 | M. D. Bryant | 8 | 240 | 1926 |
| Shelbyville | | | | | | |
| Shelbyville High | P | 6-6 | E. E. Bratcher | 12 | 270 | 1919 |
| Science Hill School for Girls | Pr | 8-4 | Mrs. J. Poynter | 6 | 87 | 1924 |
| Somerset | P | 8-4 | C. H. Purdon | 15 | 342 | 1921 |
| St. Catherine | | | | | | |
| St. Catherine's Academy | Pr | 8-4 | Sister M. Barnard | 6 | 54 | 1925 |
| Stanford | P | 8-4 | O. F. Galloway | 6 | 132 | 1925 |

## KENTUCKY—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enrollment | Date Accredited |
|---|---|---|---|---|---|---|
| Sturgis | P | 8-4 | W. T. McGraw | 8 | 219 | 1913 |
| St. Vincent | | | | | | |
| St. Vincent Academy | Pr | 8-4 | Sister Bertrand | 4 | 54 | 1924 |
| St. Joseph | | | | | | |
| St. Joseph Academy | Pr | 8-4 | Sister Eugenia | 5 | 52 | 1926 |
| Versailles | | | | | | |
| Margaret Hall | Pr | 8-4 | Sara Gaither | 5 | 41 | 1926 |
| Massie School for Boys | Pr | 7-5 | R. K. Massie, Jr. | 6 | 36 | 1925 |
| Versailles High School | P | 7-5 | Paul L. Garrett | 7 | 172 | 1926 |
| Williamsburg | P | 8-4 | E. T. Mackey | 6 | 137 | 1927 |
| Wilmore | | | | | | |
| Bethel Academy | Pr | 8-4 | George Burkholder | 9 | 128 | 1925 |
| Winchester | P | 6-6 | W. R. Champian | 14 | 378 | 1924 |
| Total | | 103 | | 1143 | 24901 | |
| | | | Average per School | 11 | 241 | |

## LOUISIANA

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enroll-ment | Date Accredited |
|---|---|---|---|---|---|---|
| Alexandria | | | | | | |
| Bolton High School | P | 4 | S. M. Brame | 44 | 941 | 1915 |
| Amite | P | 4 | R. W. Russell | 8 | 154 | 1920 |
| Arcadia | P | 4 | D. G. Armstrong | 6 | 155 | 1924 |
| Baker | P | 4 | V. E. Eskridge | 5 | 102 | 1926 |
| Baskin | P | 4 | M. B. Smith | 6 | 113 | 1926 |
| Bastrop | P | 4 | J. A. Garrett | 10 | 231 | 1923 |
| Baton Rouge | | | | | | |
| High School | P | 4 | Reine Alexander | 24 | 569 | 1917 |
| University Demonstration | P | 4 | J. R. Shoptaugh | 4⅓ | 98 | 1915 |
| Istrouma Heights | P | 4 | H. P. Overton | 8 | 174 | 1926 |
| Bogalusa | P | 4 | M. O. Rudolph | 19 | 480 | 1917 |
| Boyce | P | 4 | B. Tubre | 7 | 169 | 1920 |
| Breaux Bridge | | | | | | |
| Cecilia | P | 4 | C. J. Dugas | 4 | 69 | 1924 |
| Bunkie | P | 4 | C. G. Snoddy | 7 | 145 | 1926 |
| Cheneyville | P | 4 | O. B. Adams | 5 | 79 | 1927 |
| Covington | P | 4 | Eleanor Rayne | 10 | 255 | 1925 |
| Crowley | P | 4 | J. W. Mobley | 12 | 250 | 1921 |
| Delhi | P | 4 | P. M. Johnson | 6 | 116 | 1919 |
| De Quincy | P | 4 | H. M. Wells | 7 | 160 | 1920 |
| De Ridder | P | 4 | H. A. Buie | 15 | 319 | 1921 |
| Donaldsonville | P | 4 | B. C. Alwes | 5 | 96 | 1922 |
| Elizabeth | P | 4 | K. C. Smith | 5 | 81 | 1926 |
| Edgard | P | 4 | Chas. Broussard | 5 | 82 | 1922 |
| Franklin | P | 4 | E. M. West | 10 | 174 | 1921 |
| Gilbert | P | 4 | S. N. Chennault | 5 | 107 | 1924 |
| Glenmora | P | 4 | R. E. Galloway | 8 | 180 | 1922 |

LOUISIANA—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enrollment | Date Accredited |
|---|---|---|---|---|---|---|
| Gretna | | | | | | |
| McDonogh-Jefferson | P | 4 | Helen Cox | 12 | 280 | 1922 |
| Gueydan | P | 4 | D. S. Byrnside | 6 | 87 | 1927 |
| Hammond | P | 4 | S. H. Cassell | 12 | 286 | 1920 |
| Haynesville | P | 4 | Joe Farrar | 17 | 346 | 1925 |
| Homer | P | 4 | P. C. Rogers, Jr. | 14 | 198 | 1921 |
| Houma Terrebonne High | P | 4 | E. L. Talbot | 12 | 325 | 1914 |
| Independence | P | 4 | T. B. Pugh, Jr. | 7 | 123 | 1921 |
| Jennings | P | 4 | A. B. Simpson | 10 | 192 | 1918 |
| Jeanerette | P | 4 | W. L. Colvin | 8 | 116 | 1926 |
| Kentwood | P | 4 | H. O. Schwartz | 8 | 143 | 1923 |
| Kinder | P | 4 | S. P. Arnett | 5 | 80 | 1926 |
| Lafayette | P | 4 | R. E. Chaplin | 14 | 323 | 1926 |
| Lake Arthur | P | 4 | Geo. Cousin, Jr. | 4 | 82 | 1924 |
| Lake Charles | P | 4 | G. W. Ford | 24 | 535 | 1921 |
| Lake Providence | | | | | | |
| East Carrol High | P | 4 | Ashley Warlick | 6 | 82 | 1921 |
| Lecompte | P | 4 | A. T. Browne | 7 | 118 | 1922 |
| Leesville | P | 4 | A. H. Nanney | 9 | 220 | 1925 |
| Lisbon | P | 4 | M. J. Haynes | 7 | 113 | 1925 |
| Mansfield | P | 4 | I. C. Strickland | 9 | 224 | 1925 |
| Marksville | P | 4 | J. B. Aycock | 7 | 140 | 1925 |
| Merryville | P | 4 | Chas. Gott | 7 | 127 | 1920 |
| Minden | | | | | | |
| Minden High | P | 4 | J. E. Harper | 17 | 339 | 1921 |
| Harris | P | 4 | V. M. Robert | 5 | 42 | 1926 |
| Monroe | | | | | | |
| City High | P | 4 | E. L. Neville | 10 | 187 | 1918 |

## LOUISIANA—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enroll-ment | Date Accredited |
|---|---|---|---|---|---|---|
| Ouachita Parish | P | 4 | Jack Hayes | 26 | 741 | 1914 |
| Morgan City | P | 4 | H. L. Killen | 10 | 226 | 1921 |
| Napoleonville | P | 4 | W. P. Blanchard | 6 | 100 | 1922 |
| Natchitoches | P | 4 | E. J. Brown | 10 | 228 | 1926 |
| New Iberia | P | 4 | C. M. Bahon | 14 | 281 | 1920 |
| New Orleans | | | | | | |
| Academy of the Sacred Heart | Pr | 4 | Mother Deslattes | 6 | 85 | 1927 |
| Holy Cross Academy | Pr | 4 | Bro. Engelbert | 6 | 103 | 1925 |
| Isidore Newman Man. Tr. | Pr | 4 | C. C. Henson | 20 | 244 | 1913 |
| Jesuit High School | Pr | 4 | Rev. P. A. Roy | 22 | 524 | 1926 |
| John McDonogh | P | 4 | Eugenie Suydam | 41 | 1015 | 1922 |
| McGehee's High | Pr | 4 | Louise S. McGehee | 12 | 109 | 1921 |
| Miller's High | Pr | 4 | Mrs. Diana Pitts | 7 | 64 | 1923 |
| New Orleans Academy | Pr | 4 | R. McG. Perrin | 4 | 64 | 1923 |
| Sophie B. Wright | P | 4 | Mrs. Alice Lusher | 39 | 987 | 1922 |
| Warren Easton | P | 4 | F. W. Gregory | 48 | 1344 | 1917 |
| St. Mary's Dominican | Pr | 4 | Sr. M. Kevin | 9 | 164 | 1927 |
| New Roads | | | | | | |
| Poydras | P | 4 | E. B. Jewell | 5 | 93 | 1924 |
| Oakdale | P | 4 | E. H. Lenox | 9 | 229 | 1925 |
| Oak Ridge | P | 4 | S. G. Lucky | 4 | 38 | 1926 |
| Oil City | P | 4 | L. W. Ferguson | 7 | 167 | 1926 |
| Opelousas | P | 4 | P. D. Pavy | 10 | 311 | 1917 |
| Patterson | P | 4 | T. P. Bank | 5 | 110 | 1922 |
| Pelican | P | 4 | Spencer Phillips | 6 | 78 | 1925 |
| Plaquemine | P | 4 | S. L. Crownover | 6 | 143 | 1922 |
| Ponchatoula | P | 4 | C. C. Pittman | 10 | 196 | 1922 |
| Rayne | P | 4 | W. Sonnier | 7 | 144 | 1920 |

## LOUISIANA—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enrollment | Date Accredited |
|---|---|---|---|---|---|---|
| Rayville | P | 4 | H. J. Wooldridge | 6 | 166 | 1924 |
| Reserve | | | | | | |
| Leon Godchaux High | P | 4 | A. M. Scallan | 8 | 240 | 1924 |
| Rosedale | | | | | | |
| Shady Grove High | P | 4 | W. L. Rather | 5 | 75 | 1922 |
| Shreveport | | | | | | |
| C. E. Byrd High | P | 4 | G. C. Koffman | 81 | 2088 | 1914 |
| St. Johns' High | Pr | 4 | Rev. A.de Monsabert | 8 | 102 | 1925 |
| Slidell | P | 4 | F. C. Ratliff | 7 | 141 | 1923 |
| Spring Hill | P | 4 | S. R. Emmons | 6 | 114 | 1922 |
| St. Martinville | P | 4 | F. J. Ricard | 5 | 102 | 1925 |
| Sulphur | P | 4 | I. D. Bayne | 8 | 175 | 1924 |
| Summerfield | P | 4 | A. A. Smith | 7 | 112 | 1926 |
| Tallulah | P | 4 | P. W. Byrd | 6 | 102 | 1924 |
| Vinton | P | 4 | H. A. Norton | 7 | 170 | 1922 |
| Vivian | P | 4 | C. L. Mackey | 11 | 289 | 1922 |
| Welsh | P | 4 | G. H. Middleton | 7 | 149 | 1920 |
| Westwego | P | 4 | Stella Worley | 5 | 54 | 1927 |
| White Castle | P | 4 | L. S. Riehm | 5 | 116 | 1922 |
| Winnsboro | P | 4 | M. H. Bardwell | 6 | 143 | 1926 |
| Total | | 92 | | 1020 | 22130 | |
| | | | Average per School | 11 | 241 | |

## MISSISSIPPI

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enrollment | Date Accredited |
|---|---|---|---|---|---|---|
| Aberdeen | P | 4 | C. E. Saunders | 7 | 130 | 1922 |
| Amory | P | 4 | J. F. Evans | 11 | 302 | 1922 |
| Belzoni | P | 4 | B. P. Brooks | 7 | 100 | 1922 |
| Biloxi | P | 4 | A. L. May | 16 | 310 | 1922 |
| Brookhaven | P | 4 | E. S. Bowlus | 12 | 257 | 1923 |
| Canton | P | 4 | Jas. M. Smyth | 11 | 150 | 1918 |
| Charleston | P | 4 | C. I. Bagwell | 6 | 99 | 1920 |
| Charleston, Tallhatchie County A. H. S. | P | 4 | J. R. Fewell | 6 | 100 | 1924 |
| Clarksdale | P | 4 | H. B. Heidelberg | 14 | 227 | 1914 |
| Cleveland | P | 4 | J. C. Windham | 8 | 128 | 1922 |
| Columbus, Stephen D. Lee | P | 4 | H. H. Ellis | 17 | 317 | 1919 |
| Corinth | P | 4 | C. L. Crawley | 9 | 218 | 1919 |
| Durant | P | 4 | C. R. Bennett | 6 | 89 | 1924 |
| Flora | P | 4 | W. R. Sumrall | 5 | 45 | 1924 |
| Greenville | P | 4 | E. E. Bass | 13 | 221 | 1902 |
| Greenwood | P | 4 | W. C. Williams | 14 | 307 | 1902 |
| Grenada | P | 4 | John Rundle | 7 | 151 | 1924 |
| Gulfport | P | 4 | B. Frank Brown | 15 | 393 | 1913 |
| Gulfport | | | | | | |
| Gulf Coast Military Academy | Pr | 4 | J. E. Belka | 12 | 202 | 1918 |
| Gulfpark College | Pr | 4 | Richard Cox | 12 | 90 | 1922 |
| Hattiesburg | P | 4 | W. I. Thames | 18 | 303 | 1920 |
| Hazlehurst | P | 4 | E. R. Jobe | 6 | 91 | 1927 |
| Holly Springs | P | 4 | E. F. Puckett | 5 | 78 | 1927 |
| Indianola | P | 4 | W. W. Lockard | 7 | 96 | 1924 |
| Jackson Central High | P | 4 | E. L. Bailey | 35 | 597 | 1913 |
| Kosciusko | P | 4 | H. V. Cooper | 8 | 156 | 1923 |

## MISSISSIPPI—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enrollment | Date Accredited |
|---|---|---|---|---|---|---|
| Laurel | P | 4 | R. H. Watkins | 15 | 267 | 1913 |
| Leland | P | 4 | J. G. Chastain | 7 | 116 | ..... |
| Lexington | P | 4 | W. B. Kenna | 7 | 108 | 1922 |
| McComb | P | 4 | J. E. Gibson | 19 | 376 | 1914 |
| Meridian | P | 4 | H. M. Ivy | 24 | 473 | 1915 |
| Merigold | P | 4 | F. W. Young | 5 | 61 | 1924 |
| Natchez | P | 4 | W. H. Braden | 12 | 186 | 1914 |
| New Albany | P | 4 | B. L. Coulter | 10 | 165 | 1907 |
| Perkinson, Harrison-Stone-Jackson A. H. S. | P | 4 | J. L. Denson | 14 | 188 | 1927 |
| Picayune | P | 4 | T. K. Boggan | 8 | 157 | 1925 |
| Poplarville, Pearl River County A. H. S. | P | 4 | S. L. Stringer | 12 | 102 | 1914 |
| Port Gibson, Chamberlain-Hunt Academy | Pr | 4 | J. W. Kennedy | 6 | 69 | 1911 |
| Raymond, Hinds County A. H. S. | P | 4 | R. E. L. Sutherland | 12 | 138 | 1917 |
| Rolling Fork | P | 4 | J. A. Ellard | 5 | 43 | 1923 |
| Rosedale | P | 4 | J. H. Nutt | 7 | 66 | 1924 |
| Ruleville | P | 4 | D. R. Patterson | 5 | 78 | 1926 |
| Sardis | P | 4 | B. W. Gowdy | 5 | 75 | 1923 |
| Shaw | P | 4 | Frank Hough | 5 | 52 | 1923 |
| Tupelo | P | 4 | C. F. Capps | 11 | 235 | 1918 |
| Vicksburg | P | 4 | J. P. Carr | 14 | 269 | 1926 |
| All Saints' | Pr | 4 | Miss M. L. Newton | 9 | 66 | 1922 |
| West Point | P | 4 | R. T. Schumpert | 8 | 194 | 1920 |
| Yazoo City | P | 4 | R. L. Bedwell | 8 | 158 | 1917 |
| Total | | 49 | | 522 | 8799 | |
| | | | Average per school | 11 | 180 | |

## NORTH CAROLINA

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enrollment | Date Accredited |
|---|---|---|---|---|---|---|
| Aberdeen | P | 4 | A. S. Ballard | 5 | 96 | 1925 |
| Albemarle | P | 4 | J. P. Sifford | 11 | 278 | 1926 |
| Asheville | | | | | | |
| Academy of St. Genevieve | Pr | 4 | Mother M. Monk | 7 | 65 | 1913 |
| Asheville—David Millard | P | 4 | Lee H. Edwards | 47 | 796 | 1913 |
| Asheville—Hall-Fletcher | P | 4 | George A. Hartrick | 29 | 521 | 1927 |
| Asheville School | Pr | 7-12 | Howard Bement | 16 | 93 | 1913 |
| Asheville Normal, H. S. Dept. | Pr | 4 | Annie M. Foster | 10 | 94 | 1917 |
| Badin | P | 4 | E. R. Spruill | 5 | 108 | 1926 |
| Blue Ridge | | | | | | |
| Lee School for Boys | Pr | 8-12 | James A. Peoples | 6 | 66 | 1927 |
| Boiling Springs | Pr | 4 | J. D. Huggins | 8 | 112 | 1925 |
| Burlington | P | 4 | W. D. Halfacre | 13 | 424 | 1919 |
| Canton | P | 4 | R. J. Reveley | 11 | 312 | 1920 |
| Caroleen—Henrietta-Caroleen | P | 4 | W. M. Lovelace | 6 | 100 | 1925 |
| Chapel Hill | P | 4 | H. F. Munch | 13 | 240 | 1916 |
| Charlotte (Central) | P | 10-12 | E. H. Garringer | 35 | 894 | 1913 |
| Cliffside | P | 4 | C. A. Denson | 7 | 146 | 1927 |
| Concord | P | 4 | A. H. Jarratt | 17 | 326 | 1924 |
| Dunn | P | 4 | B. E. Lohr | 10 | 248 | 1926 |
| Durham | | | | | | |
| Durham High | P | 10-12 | W. F. Warren | 43 | 936 | 1902 |
| West Durham High | P | 4 | S. G. Lindsay | 8 | 163 | 1920 |
| Edenton | P | 4 | J. A. Holmes | 8 | 189 | 1917 |
| Elizabeth City | P | 4 | A. M. Stephens | 15 | 337 | 1913 |
| Elm City | P | 4 | P. T. Fugate | 7 | 159 | 1926 |

## NORTH CAROLINA—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enrollment | Date Accredited |
|---|---|---|---|---|---|---|
| Farmville | P | 4 | Raymond Peele | 6 | 136 | 1922 |
| Fayetteville | P | 4 | J. R. McNeel | 21 | 436 | 1921 |
| Forest City (Cool Springs) | P | 9-12 | Charles C. Erwin | 12 | 296 | 1924 |
| Gastonia | P | 4 | J. Eris Cassell | 27 | 702 | 1920 |
| Gibson (Rockdale) | P | 4 | H. F. Krauss | 7 | 99 | 1927 |
| Goldsboro | P | 4 | J. T. Hamilton, Jr. | 17 | 421 | 1922 |
| Greensboro Central) | P | 4 | C. W. Phillips | 47 | 954 | 1917 |
| Greensboro (Pomono) | P | 4 | H. A. Helms | 9 | 192 | 1927 |
| Greenville | P | 4 | J. A. Keech | 16 | 424 | 1917 |
| Hamlet | P | 4 | H. M. Kyzer | 10 | 277 | 1925 |
| Henderson | P | 4 | A. P. Sledd | 9 | 252 | 1925 |
| Hendersonville | | | | | | |
| Blue Ridge School | Pr | 7-12 | J. R. Sandifer | 7 | 57 | 1916 |
| Fassifern School | Pr | 8-12 | J. R. Sevier | 11 | 80 | 1926 |
| Hendersonville High | P | 5 | H. C. Mardis | 25 | 446 | 1917 |
| Hickory | P | 4 | R. W. Carver | 17 | 495 | 1921 |
| High Point | P | 4 | L. R. Johnston | 39 | 1014 | 1920 |
| Kinston (Grainger) | P | 4 | F. W. Greene | 19 | 360 | 1917 |
| Laurinburg | P | 4 | R. C. Kiser | 8 | 209 | 1916 |
| Lexington | P | 4 | T. D. Stokes | 12 | 339 | 1924 |
| Lumberton | P | 4 | I. B. Hudson | 10 | 252 | 1925 |
| Mars Hill College (H. S. Dept.) | Pr. | 4 | R. M. Lee | 7 | 109 | 1916 |
| Mebane | P | 4 | J. R. Barker | 5 | 112 | 1927 |
| Monroe | P | 4 | P. O. Purser | 10 | 282 | 1922 |
| Morehead City | P | 4 | L. D. Buckley | 6 | 180 | 1927 |
| Morganton | P | 4 | E. O. Randolph | 14 | 283 | 1922 |
| Mount Airy | P | 4 | Margaret Sparger | 13 | 295 | 1926 |

## NORTH CAROLINA—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enrollment | Date Accredited |
|---|---|---|---|---|---|---|
| North Wilkesboro | P | 4 | L. E. Calhoun | 14 | 202 | 1922 |
| New Bern | P | 4 | J. M. Shields | 13 | 348 | 1927 |
| Oak Ridge Institute | Pr | 4 | T. E. Whitaker | 11 | 217 | 1899 |
| Oxford | | | | | | |
| Oxford High School | P | 4 | N. W. Weldon | 8 | 230 | 1922 |
| Oxford Orphanage | Pr | 4 | D. H. Cooke | 10 | 83 | 1925 |
| Raeford | P | 4 | Joe Osborne | 6 | 153 | 1925 |
| Raleigh | | | | | | |
| Raleigh High School | P | 4 | C. E. Wessinger | 39 | 943 | 1913 |
| Saint Mary's School | Pr | 9-12 | Virginia Holt | 17 | 71 | 1923 |
| Peace Institute | Pr | 4 | W. C. Pressly | 8 | 69 | 1927 |
| State School for Blind | P | 4 | H. C. Griffin | 14 | 23 | 1925 |
| Reidsville | P | 4 | E. V. Stowitts | 26 | 273 | 1920 |
| Rich Square | P | 4 | Mrs. J. H. Boyce | 7 | 110 | 1925 |
| Rockingham | P | 4 | Kate Finley | 14 | 369 | 1920 |
| Rocky Mount | P | 4 | Z. L. Foy | 21 | 580 | 1921 |
| Roxboro | P | 4 | B. B. Knight | 7 | 200 | 1927 |
| Rutherford College (H. S.) | Pr | 4 | E. P. Billups | 6 | 80 | 1923 |
| Rutherfordton-Spindale | P | 4 | L. E. Spikes | 11 | 288 | 1925 |
| Salemburg | | | | | | |
| Pineland School | Pr | 4 | Mr. and Mrs. W. J. Jones | 9 | 99 | 1923 |
| Salisbury (Boyden) | P | 4 | G. B. Phillips | 35 | 767 | 1922 |
| Selma | P | 4 | H. Bueck | 7 | 162 | 1925 |
| Scotland Neck | P | 4 | F. M. Tucker | 9 | 210 | 1923 |
| Shelby | P | 4 | S. G. Chappell | 16 | 470 | 1920 |
| Smithfield | P | 4 | Margaret Rogers | 7 | 183 | 1918 |
| Southern Pines | P | 4 | W. F. Allen | 5 | 92 | 1925 |

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enroll-ment | Date Accredited |
|---|---|---|---|---|---|---|
| Spencer | P | 4 | W. F. Shealy | 8 | 254 | 1922 |
| East Spencer | P | 4 | J. B. Caldwell | 4 | 87 | 1927 |
| Statesville | P | 4 | W. R. Kirkman | 17 | 476 | 1921 |
| Tarboro | P | 4 | W. C. Ramsey | 8 | 159 | 1918 |
| Thomasville | P | 4 | P. C. Newton | 8 | 232 | 1925 |
| Washington | P | 4 | E. S. Johnson | 13 | 337 | 1922 |
| Wilmington (New Hanover) | P | 8-12 | W. O. Hampton | 44 | 1419 | 1914 |
| Wilson | P | 7-12 | Hoy Taylor | 21 | 560 | 1916 |
| Winston-Salem | | | | | | |
| Salem Academy | Pr | 4 | Eleanor Chase | 7 | 84 | 1915 |
| Winston-Salem (R. J. Reynolds) | P | 4 | J. W. Moore | 82 | 1694 | 1916 |
| Total | | 83 | | 1253 | 26929 | |
| | | | Average per School | 15 | 324 | |

## SOUTH CAROLINA

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enrollment | Date Accredited |
|---|---|---|---|---|---|---|
| Abbeville | P | 4 | C. H. Tinsley | 10 | 201 | 1921 |
| Anderson | | | | | | |
| (Boys) | P | 4 | E. C. McCants | 13 | 285 | 1925 |
| Bamberg | | | | | | |
| Carlisle | Pr | 4 | M. G. Gault | 7 | 87 | 1924 |
| High School | P | 4 | E. P. Allen | 6 | 127 | 1913 |
| Beaufort | P | 4 | L. K. Hagood | 9 | 182 | 1921 |
| Belton | P | 4 | S. B. Marshall | 11 | 207 | 1927 |
| Bennettsville | P | 4 | J. G. Kelly | 9 | 161 | 1914 |
| Camden | P | 4 | J. G. Richards | 12 | 204 | 1923 |
| Charleston | | | | | | |
| (Ashley Hall) | Pr | 4 | Mary V. McBee | 11 | 92 | 1916 |
| (Boys High School) | P | 4 | A. B. Rhett | 21 | 544 | 1913 |
| (Porter Military Academy) | Pr | 4 | Wm. S. Gaud | 8 | 57 | 1913 |
| Cheraw | P | 4 | J. K. McCown | 6 | 133 | 1923 |
| Chester | P | 4 | M. E. Brockman | 16 | 390 | 1916 |
| Clinton | | | | | | |
| (High School) | P | 4 | J. H. Witherspoon | 10 | 221 | 1925 |
| (Thornwell) | Pr | 4 | L. Ross Lynn | 6 | 83 | 1926 |
| Columbia | P | 3 | W. H. Hand | 39 | 825 | 1918 |
| Conway | P | 4 | C. B. Seaborn | 9 | 255 | 1924 |
| Darlington | P | 4 | J. C. Daniel | 12 | 239 | 1913 |
| Dillon | P | 4 | W. H. McNairy | 13 | 258 | 1927 |
| Denmark | P | 4 | A. J. Richards | 6 | 119 | 1923 |
| Easley | P | 4 | W. M. Scott | 13 | 263 | 1925 |
| Edgefield | P | 4 | D. R. Riser | 7 | 111 | 1925 |

## SOUTH CAROLINA—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enrollment | Date Accredited |
|---|---|---|---|---|---|---|
| Florence | P | 4 | J. W. Moore | 30 | 584 | 1913 |
| Gaffney | P | 4 | W. C. Taylor | 23 | 456 | 1926 |
| Georgetown | P | 4 | Wm. C. Bynum | 8 | 180 | 1925 |
| Greenville | P | 4 | J. L. Mann | 45 | 900 | 1921 |
| Greenwood | | | | | | |
| (Bailey Military Institute) | Pr | 4 | J. D. Fulp | 12 | 157 | 1921 |
| (High School) | P | 4 | W. E. Black | 21 | 496 | 1914 |
| Greer | P | 4 | Edmund Wroe | 17 | 362 | 1925 |
| Hartsville | P | 4 | J. H. Thornwell | 14 | 305 | 1923 |
| Honea Path | P | 4 | L. L. Wright | 12 | 217 | 1925 |
| Kershaw | P | 4 | M. G. Patton | 9 | 135 | 1926 |
| Lake City | P | 4 | G. T. Hagan | 8 | 189 | 1924 |
| Lancaster | P | 4 | E. M. McCown | 11 | 259 | 1924 |
| Latta | P | 4 | B. F. Carmichael | 8 | 140 | 1924 |
| Laurens | P | 4 | C. K. Wright | 15 | 300 | 1925 |
| McCormick | P | 4 | S. P. Clemons | 9 | 172 | 1927 |
| Manning | P | 4 | J. J. Ropp | 9 | 183 | 1927 |
| Marion | P | 4 | T. C. Easterling | 13 | 214 | 1924 |
| Mullins | P | 4 | R. E. Harley | 11 | 255 | 1925 |
| Newberry | P | 4 | O. B. Cannon | 13 | 263 | 1924 |
| Orangeburg | P | 4 | A. J. Thackston | 21 | 447 | 1915 |
| Rock Hill | | | | | | |
| (High School) | P | 4 | R. C. Burts | 22 | 452 | 1921 |
| (Winthrop Tg. School) | Pr | 4 | J. H. Hoover | 10 | 122 | 1923 |
| Saint Matthews | P | 4 | G. W. Wannamaker | 8 | 171 | 1924 |
| Spartanburg | P | 4 | Frank Evans | 47 | 1104 | 1919 |
| Summerville | P | 4 | J. H. Spann | 7 | 127 | 1913 |

## SOUTH CAROLINA—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enroll-ment | Date Accredited |
|---|---|---|---|---|---|---|
| Sumter | | | | | | |
| (Boys) | P | 4 | S. H. Edmunds | 12 | 230 | 1913 |
| (Girls) | P | 4 | S. H. Edmunds | 15 | 265 | 1913 |
| Union | P | 4 | T. C. Jolly, Jr. | 15 | 276 | 1925 |
| Walterboro | P | 4 | W. H. Ward | 12 | 240 | 1925 |
| Winnsboro | P | 4 | G. F. Patton | 6 | 92 | 1926 |
| York | P | 4 | E. A. Montgomery | 11 | 251 | 1925 |
| Total | | 53 | | 728 | 14588 | |
| | | | Average per School | 14 | 275 | |

## TENNESSEE

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enroll-ment | Date Accredited |
|---|---|---|---|---|---|---|
| Athens | | | | | | |
| Tennessee Wesleyan Academy | Pr | 4 | James L. Robb | 11 | 115 | 1918 |
| Bartlett | | | | | | |
| Nicholas Blackwell High School | P | 4 | Jno. H. George | 11 | 183 | 1925 |
| Baxter | | | | | | |
| Baxter Seminary High | P | 4 | Harry L. Upperman | 6 | 106 | 1925 |
| Benton | | | | | | |
| Polk County High School | P | 4 | J. L. Brewer | 11 | 241 | 1914 |
| Bolivar | | | | | | |
| Central High School | P | 4 | M. W. Robinson | 5 | 127 | 1925 |
| Bristol High School | P | 4 | R. R. Rubins | 14 | 289 | 1927 |
| Buntyn | | | | | | |
| Messick, Elizabeth, High School | P | 4 | Ernest C. Ball | 17 | 405 | 1923 |
| Carthage | | | | | | |
| Smith County High School | P | 4 | C. M. Hardison | 9 | 214 | 1923 |
| Chattanooga | | | | | | |
| Baylor, The, School | Pr | 4 | Alexander Guerry | 12 | 191 | 1919 |
| Central High School | P | 4 | S. E. Nelson | 59 | 1543 | 1918 |
| High School | P | 4 | Creed F. Bates, Jr. | 38 | 615 | 1915 |
| Girls' Prep. School | Pr | 4 | Tommie P. Duffey | 11 | 168 | 1913 |
| McCallie, The, School | Pr | 4 | S. J. McCallie | 17 | 318 | 1909 |
| Clarksville High School | P | 4 | C. H. Moore | 21 | 512 | 1920 |
| Cleveland | | | | | | |
| Centenary High School | Pr | 4 | Thos. B. Ford | 8 | 54 | 1920 |
| Collierville High School | P | 4 | Harry Williamson | 7 | 92 | 1925 |
| Columbia | | | | | | |
| Central High | P | 4 | R. L. Harris | 16 | 402 | 1917 |
| Institute | Pr | 4 | Mrs. Margaret Cruikshank | 7 | 31 | 1926 |

## TENNESSEE—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enroll-ment | Date Accredited |
|---|---|---|---|---|---|---|
| Military Academy | Pr | 4 | R. V. Erwin | 11 | 137 | 1911 |
| Cookeville | | | | | | |
| Technical High School | P | 3 | Q. M. Smith | 13 | 138 | 1927 |
| Franklin County High School | P | 4 | Jno. E. Moore | 6 | 212 | 1927 |
| Dyersburg High School | P | 4 | C. M. Walker | 13 | 242 | 1920 |
| Fountain City | | | | | | |
| Knox County High School | P | 4 | Hassie K. Gresham | 20 | 565 | 1918 |
| Franklin | | | | | | |
| Battle Ground Academy | Pr | 4 | Geo. I. Briggs | 5 | 80 | 1925 |
| Goodlettsville High School | P | 4 | C. F. Alden | 6 | 130 | 1923 |
| Harriman High School | P | 4 | J. H. Jarvis | 7 | 124 | 1926 |
| Hartsville | | | | | | |
| Trousdale County High | P | 4 | D. Henry Piper | 5 | 139 | 1923 |
| Jasper | | | | | | |
| Marion County High | P | 4 | F. R. Hines | 7 | 178 | 1919 |
| Kingsport High School | P | 4 | C. K. Koffman | 17 | 260 | 1922 |
| Knoxville High School | P | 4 | W. E. Evans | 56 | 1723 | 1914 |
| LaFollette High | P | 4 | Pat W. Kerr | 9 | 230 | 1926 |
| Lebanon | | | | | | |
| Castle Heights Military Academy | Pr | 4 | Jno. M. Ward | 7 | 106 | 1905 |
| Lenoir City High | P | 4 | Roy R. Anderson | 10 | 217 | 1925 |
| Harrogate | | | | | | |
| Lincoln Memorial Preparatory School | Pr | 4 | Chas. D. Lewis | 8 | 186 | 1927 |
| Madison | | | | | | |
| Nashville Agricultural Normal Institute | Pr | 4 | Dr. Blanche Noble | 6 | 128 | 1927 |
| Memphis | | | | | | |
| Central High | P | 4 | Chas. P. Jester | 54 | 1494 | 1919 |

## TENNESSEE—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enrollment | Date Accredited |
|---|---|---|---|---|---|---|
| Miss Hutchison's School | Pr | 4 | Mary G. Hutchison | 8 | 117 | 1926 |
| Saint Agnes High School | Pr | 4 | Sister Margaret | 5 | 101 | 1925 |
| South Side High | P | 4 | H. H. Gnuse | 28 | 627 | 1926 |
| University School | P | 4 | C. C. Wright | 7 | 94 | 1926 |
| Millington High School | P | 4 | Hal. Anderson | 12 | 154 | 1918 |
| Morristown High School | P | 4 | F. L. Henderson | 17 | 250 | 1921 |
| Mount Pleasant | | | | | | |
| Hay-Long High | P | 4 | Dudley S. Tanner | 8 | 161 | 1925 |
| Murfreesboro | | | | | | |
| Central High | P | 4 | J. C. Mitchell | 12 | 420 | 1919 |
| Nashville | | | | | | |
| David Lipscomb Col. Prep. | Pr | 4 | H. Leo Boles | 12 | 96 | 1926 |
| Duncan Col. Prep. | Pr | 4 | Marvin T. Duncan | 5 | 109 | 1920 |
| Hume-Fogg High School | P | 4 | C. T. Kirkpatrick | 53 | 1324 | 1909 |
| Montgomery Bell Academy | Pr | 4 | Isaac Ball | 5 | 113 | 1899 |
| Peabody Demonstration School | Pr | 4 | W. H. Yarbrough | 13 | 262 | 1919 |
| Saint Cecelia Academy | Pr | 4 | Sister Anne Frances | 7 | 59 | 1925 |
| Wallace Univ. School | Pr | 4 | C. B. Wallace | 5 | 81 | 1897 |
| Ward-Belmont | Pr | 4 | J. D. Blanton | 24 | 278 | 1913 |
| Oneida High School | P | 4 | W. J. Smith | 5 | 113 | 1925 |
| Paris | | | | | | |
| Grove, E. W., High School | P | 4 | C. B. Mathews | 11 | 341 | 1915 |
| Pleasant Hill High School | Pr | 4 | E. H. Elam | 11 | 96 | 1925 |
| Pulaski | | | | | | |
| Martin Col. Prep. School | Pr | 4 | Geo. A. Morgan | 6 | 25 | 1915 |
| Ripley High School | P | 4 | T. O. Griffis | 9 | 217 | 1923 |
| Rockwood High School | P | 4 | T. R. Eutsler | 8 | 164 | 1926 |

## TENNESSEE—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enrollment | Date Accredited |
|---|---|---|---|---|---|---|
| Sevierville | | | | | | |
| Murphy Collegiate Institute | Pr | 4 | J. O. Creswell | 7 | 119 | 1924 |
| Sewanee Military Academy | Pr | 4 | D. G. Cravens | 9 | 100 | 1913 |
| Smithville | | | | | | |
| DeKalb County High School | P | 4 | Z. P. Beachboard | 5 | 89 | 1924 |
| Smyrna High School | P | 4 | J. W. Boulton | 5 | 90 | 1925 |
| Springfield High | P | 4 | W. M. Overcash | 10 | 183 | 1926 |
| Spring Hill | | | | | | |
| Branham & Hughes Military Academy | Pr | 4 | W. O. Batts | 7 | 148 | 1897 |
| Sweetwater | | | | | | |
| Tennessee Military Institute | Pr | 4 | C. R. Endsley | 7 | 123 | 1918 |
| Union City High School | P | 4 | H. B. Evans | 10 | 276 | 1922 |
| Whitehaven High School | P | 4 | Sarah Fletcher | 12 | 150 | 1923 |
| Total | 66 | | | 845 | 17577 | |
| | | | Average per School | 13 | 266 | |

# TEXAS

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enroll-ment | Date Accredited |
|---|---|---|---|---|---|---|
| Abilene | P | 4 | R. D. Green | 46 | 1323 | 1914 |
| Amarillo | P | 4 | W. A. McIntosh | 41 | 1170 | 1914 |
| Austin | | | | | | |
| High School | P | 4 | A. N. McCallum | 64 | 1313 | 1913 |
| St. Edwards | Pr | 4 | Joseph Burke | 12 | 79 | 1924 |
| Baird | P | 4 | J. F. Boren | 8 | 147 | 1927 |
| Beaumont | | | | | | |
| High School | P | 4 | M. E. Moore | 33 | 865 | 1913 |
| South Park | P | 4 | C. W. Bingman | 21 | 447 | 1916 |
| Belton | | | | | | |
| High School | P | 4 | Paul B. Baker | 15 | 322 | 1915 |
| Baylor College | Pr | 4 | Mrs. Jennie M. Hardy | 13 | 186 | 1921 |
| Big Spring | P | 4 | P. B. Bittle | 13 | 313 | 1921 |
| Bonham | P | 4 | W. T. White | 15 | 310 | 1913 |
| Brady | P | 4 | C. A. Peterson | 11 | 221 | 1916 |
| Breckenridge | P | 4 | L. T. Cook | 19 | 462 | 1925 |
| Brenham | P | 4 | M. B. Holleman | 12 | 208 | 1915 |
| Brownwood | | | | | | |
| High School | P | 4 | E. J. Woodward | 20 | 472 | 1918 |
| Bryan | | | | | | |
| High School | P | 4 | Harry L. Durham | 16 | 334 | 1924 |
| Allen Academy | Pr | 4 | N. B. Allen | 12 | 173 | 1918 |
| Byers | P | 4 | G. C. Boswell | 4 | 81 | 1927 |
| Caldwell | P | 4 | C. L. McDonald | 11 | 158 | 1924 |
| Calvert | P | 4 | J. I. Moore | 8 | 76 | 1920 |
| Cameron | P | 4 | T. A. Fisher | 14 | 339 | 1915 |
| Carrizo Springs | P | 4 | R. C. Patterson | 6 | 84 | 1926 |

## TEXAS—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enrollment | Date Accredited |
|---|---|---|---|---|---|---|
| Chillicothe | P | 4 | R. D. Thompson | 7 | 143 | 1927 |
| Cisco | P | 4 | J. J. Youngblood | 21 | 389 | 1927 |
| Cleburne | P | 4 | Emmett Brown | 27 | 680 | 1913 |
| Coleman | P | 4 | C. H. Hufford | 11 | 348 | 1920 |
| Corpus Christi | P | 4 | Mary Carroll | 20 | 491 | 1919 |
| Corsicana | P | 4 | H. D. Fillers | 27 | 675 | 1913 |
| Cuero | P | 4 | S. M. Melton | 13 | 180 | 1918 |
| Crosbyton | P | 4 | C. R. Owen | 11 | 205 | 1927 |
| Dallas | | | | | | |
| Bryan Street | P | 4 | G. L. Ashburn | 43 | 1715 | 1913 |
| Forest Avenue | P | 4 | Wylie A. Parker | 53 | 1802 | 1916 |
| North Dallas | P | 4 | E. B. Comstock | 42 | 1336 | 1922 |
| Oak Cliff | P | 4 | W. H. Adamson | 46 | 1101 | 1913 |
| Sunset | P | 4 | J. A. Wilson | 50 | 1470 | 1926 |
| St. Mary's Preparatory School | Pr | 4 | Jeannette Ziegler | 8 | 50 | 1924 |
| Del Rio | P | 4 | J. C. Cochran | 12 | 210 | 1922 |
| Denison | P | 4 | F. B. Hughes | 36 | 897 | 1918 |
| Denton | | | | | | |
| High School | P | 4 | W. T. Doggett | 19 | 515 | 1922 |
| Teachers College | Pr | 2 | L. A. Sharp | 17 | 261 | 1927 |
| Donna | P | 4 | Geo. V. Bear | 14 | 196 | 1924 |
| Eagle Lake | P | 4 | W. C. Reed | 8 | 109 | 1918 |
| Edinburg | P | 4 | H. C. Baker | 33 | 382 | 1924 |
| Electra | P | 4 | B. M. Dinsmore | 21 | 438 | 1924 |
| El Paso | | | | | | |
| High School | P | 4 | Lynn B. Davis | 87 | 1810 | 1913 |
| El Paso School for Girls | Pr | 4 | Lucinda de L. Templin | 8 | 43 | 1923 |

## TEXAS—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enrollment | Date Accredited |
|---|---|---|---|---|---|---|
| Ennis | P | 4 | J. W. O'Banion | 19 | 431 | 1925 |
| Farmersville | P | 4 | J. F. Kilpatrick | 9 | 184 | 1927 |
| Fort Stockton | P | 4 | H. H. Crain | 9 | 126 | 1921 |
| Fort Worth | | | | | | |
| Central | P | 4 | R. L. Paschal | 71 | 1865 | 1913 |
| North Side | P | 4 | C. A. Gardner | 39 | 924 | 1917 |
| Polytechnic | P | 4 | R. M. Parker | 36 | 683 | 1924 |
| W. C. Stripling | P | 4 | T. L. Vance | 24 | 446 | 1927 |
| Gainesville | P | 4 | Lee Clark | 26 | 568 | 1913 |
| Galveston | | | | | | |
| Ball | P | 4 | E. G. Littlejohn | 44 | 996 | 1913 |
| Goliad | P | 4 | E. A. Perrin | 5 | 85 | 1924 |
| Goose Creek | P | 4 | J. C. Ingram | 17 | 229 | 1924 |
| Graham | P | 4 | Ira T. Gilmer | 12 | 276 | 1924 |
| Greenville | P | 4 | L. C. Gee | 30 | 677 | 1914 |
| Groesbeck | P | 4 | D. M. Major | 7 | 169 | 1926 |
| Harlingen | P | 4 | Paul E. Phipps | 12 | 249 | 1924 |
| Hereford | P | 4 | C. H. Dillehay | 11 | 239 | 1926 |
| Highland Park | P | 4 | H. E. Gable | 22 | 556 | 1925 |
| Hillsboro | P | 4 | W. F. Doughty | 24 | 632 | 1913 |
| Honey Grove | P | 4 | J. D. Howell | 9 | 199 | 1926 |
| Houston | | | | | | |
| Charles H. Milby | P | 4 | W. I. Stevenson | 15 | 217 | 1927 |
| Jefferson Davis | P | 4 | H. N. Shofstall | 31 | 516 | 1926 |
| John H. Reagan | P | 4 | S. P. Waltrip | 42 | 906 | 1926 |
| Sam Houston | P | 4 | W. J. Mayes | 66 | 1192 | 1913 |
| San Jacinto | P | 4 | T. H. Rogers | 52 | 1248 | 1913 |

TEXAS—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enroll-ment | Date Accredited |
|---|---|---|---|---|---|---|
| Hubbard | P | 4 | L. L. Wilkes | 7 | 125 | 1916 |
| Humble | P | 4 | E. K. Barden | 12 | 235 | 1926 |
| Iowa Park | P | 4 | R. E. Brewster | 9 | 158 | 1922 |
| Kerens | P | 4 | Jake J. Hendricks | 6 | 137 | 1924 |
| Kerrville | | | | | | |
| Schreiner Institute | Pr | 4 | J. J. Delaney | 14 | 125 | 1926 |
| Livingston | P | 4 | R. L. Johnston | 8 | 203 | 1923 |
| Longview | P | 4 | H. L. Foster | 13 | 316 | 1914 |
| Lubbock | P | 4 | M. H. Duncan | 46 | 1052 | 1924 |
| Lufkin | P | 4 | I. A. Coston | 21 | 583 | 1915 |
| McAllen | P | 4 | J. D. Bramlette | 16 | 205 | 1919 |
| McGregor | P | 4 | C. L. Kuykendall | 8 | 154 | 1915 |
| Marfa | P | 4 | J. E. Gregg | 6 | 74 | 1916 |
| Marlin | P | 4 | H. J. McIlhany | 14 | 303 | 1913 |
| Marshall | P | 4 | E. C. Deering | 24 | 606 | 1913 |
| Mart | P | 4 | E. R. Howard | 9 | 193 | 1924 |
| Memphis | P | 4 | S. C. Miles | 18 | 513 | 1927 |
| Mercedes | P | 4 | E. H. Poteet | 9 | 116 | 1924 |
| Mexia | P | 4 | Roy M. Andrews | 20 | 382 | 1919 |
| Miami | P | 4 | Floyd D. Golden | 9 | 101 | 1927 |
| Mineola | P | 4 | C. E. Nesbitt | 9 | 186 | 1915 |
| Mineral Wells | P | 4 | S. J. Smith | 18 | 345 | 1918 |
| Mission | P | 4 | Sidney L. Hardin | 8 | 123 | 1924 |
| Mt. Pleasant | P | 4 | P. E. Wallace | 10 | 231 | 1924 |
| Navasota | P | 4 | L. G. Andrews | 10 | 169 | 1919 |
| Odessa | P | 4 | Murry H. Fly | 6 | 119 | 1927 |
| Olton | P | 4 | H. P. Webb | 7 | 158 | 1927 |

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enroll-ment | Date Accredited |
|---|---|---|---|---|---|---|
| Orange | P | 4 | E. B. Stover | 14 | 391 | 1916 |
| Ozona | P | 4 | C. C. Minatra | 6 | 71 | 1916 |
| Paducah | P | 4 | C. E. Jackson | 9 | 197 | 1927 |
| Palestine | P | 4 | Bonner Frizzell | 19 | 514 | 1919 |
| Pampa | P | 4 | R. C. Campbell | 15 | 329 | 1927 |
| Panhandle | P | 4 | W. R. Bradford | 10 | 218 | 1924 |
| Pecos | P | 4 | Joe R. Humphrey | 5 | 85 | 1926 |
| Pharr-San Juan | P | 4 | J. Lee Stambaugh | 10 | 138 | 1923 |
| Plainview | P | 4 | Geo. W. Page | 19 | 412 | 1922 |
| Port Arthur | P | 4 | G. M. Sims | 100 | 1977 | 1913 |
| Port Neches | P | 4 | Tom H. Tuttle | 10 | 130 | 1927 |
| Quanah | P | 4 | C. E. Davis | 18 | 388 | 1914 |
| Ralls | P | 4 | A. B. Sanders | 10 | 180 | 1926 |
| Richmond | P | 4 | R. E. Scott | 6 | 77 | 1927 |
| Robstown | P | 4 | E. W. Seale | 13 | 241 | 1927 |
| Roby | P | 4 | Roy B. Mefferd | 7 | 112 | 1927 |
| Rosebud | P | 4 | Newton W. McCann | 7 | 121 | 1921 |
| Rosenberg | P | 4 | J. T. H. Bickley | 9 | 109 | 1924 |
| San Angelo | P | 4 | Felix E. Smith | 24 | 708 | 1913 |
| San Antonio | | | | | | |
| Brackenridge | P | 4 | G. W. Gotke | 72 | 1588 | 1916 |
| Main Avenue | P | 4 | F. S. Eakeley | 74 | 1674 | 1916 |
| Incarnate Word | Pr | 4 | Sr. M. Columkille | 9 | 160 | 1919 |
| Our Lady of the Lake | Pr | 4 | Mother M. Philothea | 11 | 101 | 1919 |
| Texas Military Institute | Pr | 4 | W. W. Bondurant | 9 | 160 | 1913 |
| Westmoorland | Pr | 4 | E. R. Stanford | 10 | 85 | 1922 |
| San Benito | P | 4 | T. G. Harris | 10 | 173 | 1915 |

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enroll-ment | Date Accredited |
|---|---|---|---|---|---|---|
| San Marcos Baptist Academy | Pr | 4 | J. E. Franklin | 14 | 137 | 1913 |
| Seymour | P | 4 | J. F. Kemp | 10 | 207 | 1927 |
| Sherman | P | 4 | J. C. Pyle | 36 | 902 | 1923 |
| Slaton | P | 4 | C. L. Sone | 13 | 279 | 1927 |
| Snyder | P | 4 | C. Wedgeworth | 13 | 263 | 1927 |
| Sonora | P | 4 | M. O. Britt | 6 | 71 | 1926 |
| Sour Lake | P | 4 | J. P. Buck | 14 | 237 | 1923 |
| Tahoka | P | 4 | M. L. H. Baze | 8 | 156 | 1927 |
| Taylor | P | 4 | R. H. Brister | 16 | 312 | 1918 |
| Temple | P | 4 | L. C. Procter | 24 | 712 | 1913 |
| Terrell | P | 4 | J. E. Langwith | 15 | 338 | 1924 |
| Texarkana | P | 4 | H. W. Stilwell | 29 | 627 | 1916 |
| Texas City | P | 4 | Levi Fry | 10 | 118 | 1927 |
| Thrift Fairview School | P | 4 | Clarence R. Roberts | 7 | 77 | 1926 |
| Timpson | P | 4 | C. O. Pollard | 7 | 133 | 1927 |
| Tulia | P | 4 | W. H. Younger, Jr. | 11 | 181 | 1926 |
| Tyler | P | 4 | J. M. Hodges | 33 | 800 | 1916 |
| Uvalde | P | 4 | Guy D. Dean | 11 | 323 | 1916 |
| Vernon | P | 4 | W. T. Lofland | 20 | 510 | 1927 |
| Victoria | P | 4 | V. L. Griffin | 15 | 254 | 1914 |
| Waco | P | 4 | B. B. Cobb | 63 | 1587 | 1913 |
| Weslaco | P | 4 | E. E. Chamness | 15 | 205 | 1925 |
| West | P | 4 | W. E. Cantrell | 6 | 107 | 1926 |
| Wharton | P | 4 | M. Blair Autry | 9 | 142 | 1923 |

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enroll-ment | Date Accredited |
|---|---|---|---|---|---|---|
| Whitewright | P | 4 | T. W. Smith | 8 | 160 | 1923 |
| Wichita Falls | P | 4 | J. W. Cantwell | 49 | 1134 | 1917 |
| Wortham | P | 4 | C. V. Reed | 13 | 125 | 1925 |
| Yoakum | P | 4 | L. B. McGuffin | 14 | 374 | 1924 |
| Total | | 155 | | 3078 | 67041 | |
| | | | Average per School | 20 | 433 | |

# VIRGINIA

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enroll-ment | Date Accredited |
|---|---|---|---|---|---|---|
| Alexandria | | | | | | |
| Episcopal High School | Pr | 6 | A. R. Hoxton | 14 | 204 | 1913 |
| George Mason High School | P | 6 | W. H. Thomas | 12 | 278 | 1923 |
| High School | P | 4 | Henry T. Moncure | 18 | 444 | 1915 |
| Amherst | P | 4 | D. R. Hutcherson | 7 | 139 | 1927 |
| Bedford | | | | | | |
| High School | P | 4 | J. L. Borden | 9 | 237 | 1922 |
| Randolph-Macon Academy | Pr | 4 | Col. Wm. R. Phelps | 10 | 164 | 1897 |
| Big Stone Gap | P | 4 | Hugh L. Sulfridge | 8 | 140 | 1924 |
| Blackstone | | | | | | |
| High School | P | 4 | Walter H. Cheatham | 9 | 184 | 1922 |
| Military Academy | Pr | 4 | Col. E. S. Ligon | 7 | 102 | 1924 |
| Bridgewater | P | 4 | Lina E. Sanger | 8 | 179 | 1926 |
| Bristol | | | | | | |
| Sullins College High School | Pr | 4 | W. E. Martin | 8 | 43 | 1926 |
| Virginia High School | P | 3 | Mrs. Virginia Parrish | 15 | 223 | 1914 |
| Virginia Intermont College High School | Pr | 4 | H. G. Noffsinger | 10 | 60 | 1924 |
| Burkeville | P | 4 | A. R. Marshall | 7 | 87 | 1927 |
| Cape Charles | P | 4 | A. S. DeHaven | 8 | 87 | 1927 |
| Charlottesville | | | | | | |
| Lane High School | P | 4 | Haswell H. Walker | 18 | 471 | 1913 |
| Chatham | | | | | | |
| Hargrave Military Academy | Pr | 4 | A. H. Camden | 10 | 131 | 1920 |
| Pittsylvania High School | P | 4 | C. K. Holsinger | 7 | 152 | 1926 |
| Christchurch | | | | | | |
| Christchurch School | Pr | 6 | Rev. William Page Dame | 5 | 47 | 1926 |
| Churchland | P | 4 | H. I. Willett | 5 | 91 | 1927 |

## VIRGINIA—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enroll-ment | Date Accredited |
|---|---|---|---|---|---|---|
| Clintwood | | | | | | |
| Dickenson Memorial High School | P | 4 | V. S. Wolfe | 7 | 136 | 1923 |
| Crewe | P | 4 | R. H. Owen | 9 | 177 | 1925 |
| Culpeper | P | 4 | R. R. Tolbert | 8 | 181 | 1926 |
| Danville | | | | | | |
| Averett College High School | Pr | 3 | Nancy Ruth Reeves | 6 | 39 | 1924 |
| George Washington High School | P | 6 | J. D. Riddick | 34 | 714 | 1916 |
| Military Institute | Pr | 4 | Col. Wm. M. Kemper | 6 | 110 | 1896 |
| Randolph-Macon School for Girls | Pr | 4 | John C. Simpson | 9 | 80 | 1898 |
| Emporia | | | | | | |
| Greensville County High School | P | 4 | H. L. Webb | 8 | 214 | 1920 |
| Farmville | P | 4 | William P. Tate | 6 | 104 | 1924 |
| Fentress, R. 3 | | | | | | |
| Great Bridge High School | P | 4 | J. H. Kelly, Jr. | 6 | 75 | 1925 |
| Fork Union | | | | | | |
| Military Academy | Pr | 4 | Col. N. J. Perkins | 10 | 112 | 1925 |
| Franklin | P | 4 | B. T. Watkins | 7 | 148 | 1927 |
| Fredericksburg | P | 4 | M. B. Dickinson | 11 | 235 | 1927 |
| Hampton | P | 4 | H. Wilson Thorpe | 20 | 507 | 1916 |
| Harrisonburg | P | 4 | B. L. Stanley | 10 | 270 | 1913 |
| Hickory | P | 4 | Charles G. Bailey | 5 | 83 | 1927 |
| Holland | P | 4 | Hugh V. White | 5 | 112 | 1926 |
| Hopewell | P | 4 | J. E. Mallonee | 12 | 304 | 1921 |
| Lawrenceville | P | 4 | .B F. Walton | 8 | 194 | 1927 |
| Lexington | P | 4 | Harrington Waddell | 7 | 156 | 1914 |
| Lynchburg | | | | | | |
| E. C. Glass High School | P | 3 | H. A. C. Walker | 31 | 747 | 1913 |
| Virginia Episcopal School | Pr | 4 | Rev. Wm. G. Pendleton | 10 | 121 | 1921 |

## VIRGINIA—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enroll-ment | Date Accredited |
|---|---|---|---|---|---|---|
| Manassas | | | | | | |
| High School | P | 4 | Eugenia H. Osbourn | 10 | 221 | 1914 |
| The Swavely School | Pr | 4 | Eli Swavely | 8 | 63 | 1926 |
| Marion | P | 4 | W. Linden Allen | 6 | 186 | 1920 |
| Morrison | P | 4 | J. R. Mort | 9 | 244 | 1924 |
| Newport News | P | 4 | Fred M. Alexander | 37 | 926 | 1918 |
| Norfolk | | | | | | |
| Kempsville (R. 2) | P | 4 | William W. Johnson | 5 | 96 | 1927 |
| Matthew Fontaine Maury H. S. | P | 3 | A. B. Bristow | 84 | 1991 | 1897 |
| Portlock (R. 3) | P | 4 | T. C. Anderson | 6 | 93 | 1927 |
| Norview | P | 4 | Harvey C. Barnes | 5 | 80 | 1927 |
| Oceana | P | 4 | Robert J. Johnson | 7 | 146 | 1926 |
| Petersburg | P | 3 | H. D. Wolff | 30 | 532 | 1913 |
| Portsmouth | | | | | | |
| Cradock | P | 4 | G. M. Rains | 5 | 98 | 1927 |
| Deep Creek (R. 3) | P | 4 | William S. Brent | 6 | 109 | 1927 |
| Woodrow Wilson | P | 4 | J. Leon Codd | 44 | 1292 | 1913 |
| Pulaski | P | 4 | | 8 | 248 | 1926 |
| Richmond | | | | | | |
| Collegiate School for Girls | Pr | 4 | Miss Van Greenleaf | 15 | 93 | 1922 |
| John Marshall High School | P | 4 | James C. Harwood | 112 | 2823 | 1913 |
| St. Christopher's High School (R. 2) | Pr | 4 | Rev. C. G. Chamberlayne | 12 | 100 | 1920 |
| Varina Agricultural H. S. (R. 5) | P | 4 | George F. Baker | 7 | 120 | 1927 |
| Roanoke | | | | | | |
| Jefferson High School | P | 3 | William E. Parsons | 51 | 1192 | 1915 |
| Salem | P | 4 | A. M. Bruce | 17 | 452 | 1927 |
| South Boston | | | | | | |

## VIRGINIA—*(Continued)*

| Name of Town and School | Public or Private | Grades in High School | Officer in charge Principal or Superintendent | No. Teachers | Enrollment | Date Accredited |
|---|---|---|---|---|---|---|
| C. H. Friend High School | P | 4 | Rhoderic L. Lacy | 10 | 166 | 1914 |
| Staunton | | | | | | |
| Military Academy | Pr | 6 | Major Roy W. Wonson | 34 | 611 | 1916 |
| Robert E. Lee High School | P | 4 | B. H. Payne | 15 | 299 | 1913 |
| Suffolk | P | 3 | Francis S. Chase | 12 | 162 | 1923 |
| Waynesboro | | | | | | |
| Fishburne Military School | Pr | 6 | Col. M. H. Hudgins | 12 | 184 | 1897 |
| Westhampton | | | | | | |
| St. Catherine's School | Pr. | 6 | Louisa deB. Bacot | 14 | 130 | 1926 |
| West Point | P | 4 | Katherine P. Howerton | 4 | 117 | 1924 |
| Whitmell | | | | | | |
| Whitmell Farm-Life School | P | 4 | Mrs. F. C. Beverley | 7 | 156 | 1926 |
| Williamsburg | P | 4 | J. Flint Waller | 6 | 118 | 1924 |
| Winchester | | | | | | |
| Handley High School | P | 3 | A. M. Jarman | 14 | 273 | 1916 |
| Shenandoah Valley Academy | Pr | 4 | Col. B. M. Roszel | 9 | 96 | 1913 |
| Woodberry Forest | | | | | | |
| Woodberry Forest School | Pr | 4 | J. Carter Walker | 16 | 203 | 1910 |
| Total | | 75 | | 1053 | 21772 | |
| | | | Average per School | 14 | 290 | |

TABLE IV

Showing Facts Relative to Number and Size of Schools Accredited by the Commission on Secondary Schools

| STATE | Number Schools | SIZE OF SCHOOL Smallest School | SIZE OF SCHOOL Largest School | NUMBER OF TEACHERS Total Number | NUMBER OF TEACHERS Average per School | ENROLLMENT Total Enrollment | ENROLLMENT Average per School |
|---|---|---|---|---|---|---|---|
| Alabama | 65 | 40 | 2134 | 987 | 15 | 22473 | 346 |
| Florida | 97 | 24 | 1353 | 1205 | 13 | 26118 | 269 |
| Georgia | 95 | 40 | 958 | 1079 | 11 | 25711 | 271 |
| Kentucky | 103 | 36 | 1425 | 1143 | 11 | 24901 | 241 |
| Louisiana | 92 | 42 | 2088 | 1020 | 11 | 22130 | 241 |
| Mississippi | 49 | 43 | 597 | 522 | 11 | 8799 | 180 |
| North Carolina | 83 | 23 | 1694 | 1252 | 15 | 26929 | 324 |
| South Carolina | 53 | 57 | 1104 | 728 | 14 | 14588 | 275 |
| Tennessee | 66 | 25 | 1543 | 845 | 13 | 17577 | 266 |
| Texas | 155 | 43 | 1977 | 3078 | 20 | 67041 | 433 |
| Virginia | 75 | 39 | 2823 | 1053 | 14 | 21772 | 290 |
| Total | 933 | | | 12912 | 14 | 278039 | 298 |

The above table shows the following interesting comparison: The typical Southern-Association Secondary School employs 14 teachers and enrolls 292 pupils; Virginia has the largest secondary school with an enrollment of 2823 and Florida has the smallest with an enrollment of 24; Texas shows the largest number of pupils per Secondary School, 433, and Mississippi the smallest with 180; Texas also shows the largest average number of teachers per school, 20, and Georgia, Kentucky, Louisiana and Mississippi show the smallest with an average of 11 for each.

## TABLE V

Showing Number of Schools Enrolling 1000 or Under 100. Also the Largest and Smallest School in Each State

| STATE | Number of Schools | Number Enrolling Over 1000 | Number Enrolling Under 100 | The Largest With Enrollment | | The Smallest With Enrollment | |
|---|---|---|---|---|---|---|---|
| Alabama | 65 | 5 | 8 | Phillips H. S. | 2134 | Marion Military Inst. | 40 |
| Florida | 97 | 3 | 20 | Miami High School | 1353 | Coral Gables Military Acad. | 24 |
| Georgia | 95 | 0 | 13 | Fulton County H. S. | 958 | Lucy Cobb Academy | 40 |
| Kentucky | 103 | 3 | 23 | Girls H. S. (Louisville) | 1425 | Massie Sch. for Boys | 36 |
| Louisiana | 92 | 3 | 19 | Bird H. S. (Shreveport) | 2088 | Harris High School | 42 |
| Mississippi | 49 | 0 | 15 | Central H. S. (Jackson) | 597 | Rolling Fork H. S. | 43 |
| North Carolina | 83 | 3 | 17 | Winston-Salem H. S. | 1694 | State School for Blind | 23 |
| South Carolina | 53 | 1 | 5 | Spartanburg H. S. | 1104 | Porter Military Academy | 57 |
| Tennessee | 66 | 4 | 12 | Central H. S. (Chattanooga) | 1543 | Martin College Prep. | 25 |
| Texas | 155 | 18 | 14 | Port Arthur H. S. | 1977 | El Paso School for Girls | 43 |
| Virginia | 75 | 4 | 17 | Jno. Marshall H. S. | 2823 | Averett College Prep. School | 39 |
| Total | 933 | 44 | 163 | | | | |
| Percent of Total | | 4.7 | 17.4 | | | | |

## TABLE VI.

Showing the Size of the Secondary Schools Accredited by the Commission on Secondary Schools.

| STATE | Number Schools | Under 100 | 100-199 | 200-499 | 500-599 | 1000-1999 | 2000 and Over |
|---|---|---|---|---|---|---|---|
| Alabama | 65 | 8 | 19 | 32 | 1 | 4 | 1 |
| Florida | 97 | 20 | 33 | 30 | 11 | 3 | -- |
| Georgia | 95 | 13 | 37 | 31 | 14 | -- | -- |
| Kentucky | 103 | 23 | 36 | 35 | 6 | 3 | -- |
| Louisiana | 92 | 19 | 43 | 21 | 6 | 2 | 1 |
| Mississippi | 49 | 19 | 16 | 15 | 1 | -- | -- |
| North Carolina | 83 | 17 | 17 | 36 | 10 | 3 | |
| South Carolina | 53 | 5 | 16 | 27 | 4 | 1 | -- |
| Tennessee | 66 | 12 | 29 | 18 | 3 | 4 | -- |
| Texas | 155 | 14 | 46 | 53 | 24 | 18 | -- |
| Virginia | 75 | 17 | 31 | 17 | 6 | 3 | 1 |
| Total | 933 | 165 | 323 | 315 | 86 | 41 | 3 |
| Per Cent of Total | | 17.7 | 34.6 | 33.8 | 9.2 | 4.4 | .3 |

# THE REPORT OF THE COMMITTEE ON COLLEGE FRESHMEN GRADES

JOSEPH ROEMER

Secretary to the Commission on Secondary Schools, Professor of Secondary Education and High School Visitor, University of Florida

## GENERAL FEATURES OF THE REPORT

This is the ninth annual Report on College Freshmen Grades, (formerly called Deans' Report) which has been compiled for the Association. The purpose of it is to test the efficiency of the secondary schools by the way their graduates succeed in their freshman year in college.

This present report carries data for the high school graduates of the spring of 1926. In the fall of 1926 when these spring graduates had gone away to college, the principals sent in a blank carrying their names, higher institutions attended, and addresses. These lists were compiled by states, by higher institutions, and by secondary schools, and sent to the registrars of the higher institutions for reports. The following blanks are the ones filled by the principals and registrars:

February 3, 1927

Dear Registrar:

For the past nine years, the Association of Colleges and Secondary Schools of the Southern States has had a Report on College Freshmen Grades (formerly called Deans' Report) compiled for its use. This report consists in following up the high school graduates of the previous spring who are now in college, and getting a report on their work for the FIRST QUARTER or SEMESTER. These data are used in standardizing the high schools that are accredited by the Association. The latest report is just off the press and is found in Parts III and IV of the Proceedings. If you desire a copy I shall be glad to send it to you.

Something over 18,000 recent graduates of the Southern Association high schools are now in higher institutions of learning and a report is sought for each one of them. Consequently, you can see that this is a great cooperative undertaking which should be very helpful to all of us.

I hope that this letter with blanks will reach you in time for you to get the data back to me before the spring rush of work is on you. If possible, I should like to have it by the first of May—later, of course, if necessary.

Finally, may I urge you to make the report complete by (1) striking out any names that did not register with you, and (2) by adding all names omitted, giving the names of the high schools from which they come. Give this information only for the FIRST QUARTER or FIRST SEMESTER'S WORK.

Assuring you of our appreciation of your cooperation in helping us gather these data in the past, and trusting you will give us your continued assistance, I am,

Very truly yours,

JOS. ROEMER

*Secretary to the Commission, Compiler of Report on College Freshman Grades.*

Return to Joseph Roemer, Secretary of the Commission on Secondary Schools, University of Florida, Gainesville, Fla.

REPORT OF STUDENTS FOR THE 1ST TERM, 1926-1927

Who entered.....College or University from Secondary Schools accredited by the "Commission on Secondary Schools," of the Association of Colleges and Secondary Schools of the Southern States. College accredited (Yes or Not).....

By what agency accredited.....Total enrollment of college or university.....

College located at.....State.....

| | Credit Hours Failed in | | | | | | | | Credit Hours Passed in | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Eng. | Fr. | Hist. | Lat. | Math. | Sci. | Span. | Other Subjects | Total | Eng. | Fr. | Hist. | Lat. | Math. | Sci. | Span. | Other Subjects | Total | Total Cr. Hrs. Carried |
| | | | | | | | | | | | | | | | | | | | |
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INSTRUCTIONS:

1. Add names of students omitted above.
2. Strike out names of students who did not enroll.
3. Strike out the names of students who withdrew in good standing before the end of the term.
4. Count students asked to withdraw on account of failure.
5. Count students who withdrew voluntarily if failing in one or more subjects at time of withdrawal.
6. Count all courses in (a) Physical Training, (b) Military Science where college credit is received.
7. "Credit Hour" means the number of times a course recites per week; two hours in laboratory counting as one recitation hour.

8. "Total enrollment of college" above means total enrollment of all colleges during current scholastic year. Do not count summer school, extension students, short courses, night school, etc.

(Signed)_____, Registrar

The report has grown steadily from a very modest beginning in 1918. By degrees the colleges have come to know the details of the report so well and so heartily cooperate in the study that not a single institution of higher learning in the Association refused to cooperate in this report. It is truly a cooperative undertaking. The following table shows how the report has grown from year to year:

TABLE I.

Showing How the Scope of this Report Has Gradually Been Widened

| Year | Number Students | Number Colleges | Number Secondary Schools |
|---|---|---|---|
| 1918 | | | |
| 1919 | 1,330 | | 200 |
| 1920 | 2,103 | 33 | 292 |
| 1921 | 2,976 | 36 | 347 |
| 1922 | 5,361 | 121 | 518 |
| 1923 | 8,985 | 136 | 585 |
| 1924 | 12,119 | 501 | 696 |
| 1925 | 13,889 | 460 | 751 |
| 1926 | 14,785 | 409 | 754 |
| 1927 | 16,855 | 429 | 844 |

As Table I shows, the study this year includes reports on 16,855 students. The reports were from 429 institutions of higher learning. By looking at Table XII it is seen that business colleges, conservatories of music, schools for nursing, training schools for religious workers, and other similar types of institutions were eliminated in this report.

A study of Table IV shows that 19,270 students entered college and that only 16,855 are reported on. When these are properly interpreted they are not so bad. By adding all students reported in business colleges, schools for nursing, conservatories of music, etc.; also all students marked "not enrolled," "not here," "never entered," etc., we have a total of 1,348. This leaves 17,922 students who actually entered college, 16,855 or 94.1 per cent of whom are included in this report. The inaccuracies of the principals' reports show that many of them do not keep very close tab on where their graduates attend college.

Acting under the instructions of the Commission on Secondary Schools, a report was sought for every student regardless of the type of institution he was attending. These reports were for the first semester of each student's freshman year. Perhaps a report for the entire year's work would be better, but experience has taught us that we cannot get the data if we wait until the end of the session when the colleges are closed and many of the registrars are away on vacation. For that reason, the quarter or semester basis is used.

It was felt advisable to classify higher institutions where students attended so as to study failures by types of higher institutions. In doing this six classes of institutions are employed. This classification was arrived at by following the authorized lists of institutions issued by the Association of Colleges and Secondary Schools of the Southern States, and by the United States Bureau of Education, Bulletin Number 10, 1926, entitled "Accredited Higher Institutions." As is seen at a glance at Table II., all institutions of higher learning are cut into two large subdivisions; namely, those in the Southern territory

and those outside of the Southern territory. The following classification was used:

A. All higher institutions that are members of the Southern Association.

B. All institutions of higher learning in the Southern Association territory that are not members of the Association, but whose graduates are accepted as teachers in the secondary schools accredited by the Southern Commission. These are listed as "Four year non-member colleges" on pages sixty to sixty-two in the 1926 Proceedings of the Association.

C. All other four year colleges, junior colleges, normal schools, in the Southern Association territory.

A′, B′, C′. All institutions of higher learning outside of Southern Association territory classified as A, B, and C colleges above.

As seen in Table II, this report gives the number of semester hours passed and failed by pupils of each secondary school, in English, French, History, Latin, Mathematics, Science and Spanish. All other courses pursued by these Freshmen not included in the seven studies enumerated above, are put under the heading, "other subjects." The per cent of semester hours failed is not to be confused with the number of courses pursued failed, as used in former reports. One deals with the courses failed, and the other deals with the semester hours failed.

Table II, which carries detailed data for each school, is self-explanatory. For purposes of comparative study, this table shows whether schools are public or private, built on a seven or eight grade elementary school, in what studies failures occur, and what type of higher institution the students attend.

## PART I.

## FAILURES IN SECONDARY SCHOOLS

The first part of this report deals with failures by secondary schools. Under each State is listed all the accredited secondary schools of the Association and a report for each secondary school of that State is given. It shows the number of semester hours passed and failed and the type of higher nistitution where the work was done. Only the per cent of total semester hours failed is given. It is a simple matter to reduce all the data to percentages if desired.

Table II below is self explanatory. It gives detail data by States for each accredited secondary school of the Association. For comparative purposes this table shows whether schools are public or private, built on a seven or eight grade elementary school, total enrollment, number graduates, number entering college, and the numbre reported on. Table II follows:

TABLE II—Showing Percentages of Semester Hours Passed and Failed by the Various High Schools of the Association

YEAR 1926-27 — STATE ALABAMA

| NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered colleges | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory A | B | C | Outside Southern Association Territory A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory A | B | C | Outside Southern Association Territory A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Albany High School | 8 | P | 255 | 45 | 17 | 14 | 2 | 3 | 36 | 27 | 11 | 6 | 18 | 34 | 9 | 74 | 215 | | | | | 6 | | | 3 | 9 | 4. | 199 | 16 | | | | | 9 | | | | | |
| Andalusia High School | 8 | P | 297 | 31 | 20 | 20 | 10 | 15 | 42 | 8 | 41 | 3 | 47 | 43 | 9 | 88 | 281 | 12 | 6 | | | 9 | 18 | | 3 | 48 | 14.6 | 251 | 30 | | | | | 48 | | | | | |
| Anniston | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High School | 8 | P | 709 | 47 | 18 | 18 | 3 | 6 | 55 | 19 | 25 | 18 | 51 | 40 | | 78 | 286 | | 3 | 6 | | 5 | 4 | | | 18 | 5.9 | 221 | 47 | 18 | | | | 18 | | | | | |
| Alabama Military Institute | 8 | Pr | 152 | 35 | 30 | 30 | 24 | 54 | 66 | 24 | 27 | | 55 | 57 | 9 | 124 | 362 | 23 | 9 | 14 | 4 | 57 | 36 | 24 | 18 | 185 | 33.8 | 362 | | | | | | 185 | | | | | |
| Athens | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rivers Academy | 8 | Pr | 41 | 17 | 15 | 15 | 6 | 6 | 42 | 22 | 9 | 23 | 35 | 21 | 22 | 68 | 242 | 5 | | 4 | | 4 | 4 | 3 | | 18 | 6.9 | 32 | 153 | 57 | | | | 2 | 11 | 4 | | | |
| Attalla | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Etowah County High School | 8 | P | 303 | 75 | 13 | 13 | 7 | 12 | 30 | 9 | 18 | | 17 | 44 | | 69 | 187 | 11 | 6 | 7 | 3 | 4 | | | 4 | 35 | 15.8 | 122 | 15 | 50 | | | | 27 | 4 | 4 | | | |
| Auburn | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lee County High School | 8 | P | 131 | 33 | 26 | 26 | 7 | 15 | 60 | 15 | 51 | | 56 | 86 | | 154 | 422 | 12 | 6 | 6 | 3 | 9 | 4 | | 5 | 45 | 9.9 | 422 | | | | | | 45 | | | | | |
| Bessemer | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Senior High School | 8 | P | 453 | 112 | 31 | 31 | 22 | 47 | 69 | 12 | 54 | 3 | 52 | 65 | 15 | 98 | 368 | 24 | 12 | 12 | | 37 | 40 | 15 | 15 | 155 | 30. | 353 | 15 | | | | | 153 | 2 | | | | |
| Hueytown High School (R. #1) | 8 | P | 252 | 23 | 3 | 2 | 1 | 3 | 3 | | 4 | | 3 | | | 16 | 26 | 4 | | | | | | | | 8 | 23.5 | 17 | | 9 | | | | | | 8 | | | |
| McAdory High School (R. #3) | 8 | P | 150 | 17 | 6 | 4 | 2 | 4 | 10 | | 6 | | 6 | 9 | | 20 | 51 | 3 | | 4 | | | 4 | 3 | 4 | 18 | 26.1 | 40 | | 11 | | | | 10 | | 8 | | | |
| Birmingham | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ensley High School | 8 | P | 1520 | 228 | 74 | 74 | 51 | 110 | 180 | 18 | 190 | 9 | 134 | 219 | 30 | 162 | 942 | 57 | 39 | 39 | | 95 | 68 | 9 | 13 | 320 | 25.3 | 915 | 27 | | | | | 315 | 5 | | | | |
| Loulie Compton Seminary | 8 | Pr | 182 | 20 | 11 | 8 | 2 | 3 | 25 | 6 | 9 | 3 | 6 | 15 | 10 | 37 | 111 | | | 6 | 3 | | | | | 9 | 7.5 | 70 | | 41 | | | | 9 | | | | | |
| Phillips High School | 8 | P | 1994 | 537 | 176 | 164 | 39 | 58 | 453 | 33 | 292 | 42 | 417 | 497 | 82 | 502 | 2518 | 33 | 24 | 21 | | 32 | 40 | 24 | 8 | 182 | 6.7 | 2363 | 29 | 111 | 15 | | | 176 | | 6 | | | |
| Shades-Cahaba H. S. (R. #8) | 8 | P | 343 | 51 | 21 | 19 | 7 | 14 | 45 | 12 | 30 | | 39 | 48 | 18 | 86 | 278 | 15 | | 3 | | 13 | 8 | | 7 | 46 | 14.2 | 240 | | 38 | | | | 46 | | | | | |
| The Simpson School | 8 | Pr | 223 | 50 | 48 | 48 | 32 | 81 | 111 | 18 | 62 | 6 | 75 | 115 | 18 | 109 | 514 | 30 | 48 | 18 | 3 | 62 | 70 | 21 | 14 | 266 | 34.1 | 514 | | | | | | 266 | | | | | |
| Woodlawn High School | 8 | P | 1393 | 82 | 39 | 39 | 14 | 27 | 99 | 69 | 72 | 6 | 95 | 110 | 9 | 66 | 526 | 18 | 24 | 3 | | 9 | 22 | 3 | 4 | 83 | 13.6 | 516 | 10 | | | | | 83 | | | | | |
| Boaz | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| John H. Shead Seminary | 8 | Pr | 421 | 76 | 22 | 13 | 7 | 15 | 39 | 13 | 12 | | 19 | 43 | 6 | 59 | 191 | 6 | 3 | 9 | | 6 | 7 | 6 | 5 | 42 | 17.9 | 139 | | 35 | 17 | | | 40 | | 2 | | | |
| Boyles | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Jefferson County High School | 8 | P | 561 | 81 | 19 | 19 | 14 | 32 | 45 | 12 | 35 | 3 | 30 | 42 | 6 | 32 | 205 | 12 | 18 | 1 | 3 | 18 | 23 | 6 | 15 | 96 | 31.8 | 205 | | | | | | 96 | | | | | |
| Centerville | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

# ALABAMA—*(Continued)*

YEAR 1926-27
STATE ALABAMA (Cont.)

| NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory A | B | C | Outside Southern Association Territory A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory A | B | C | Outside Southern Association Territory A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Bibb County High School | 8 | P | 169 | 32 | 7 | 7 | 2 | 3 | 19 | | 5 | | 8 | 18 | | 67 | 117 | 3 | | | | 5 | 3 | | | 11 | 8.6 | 98 | | 19 | | | | 11 | | | | | |
| Cullman | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cullman County High School | 8 | P | 336 | 78 | 15 | 15 | 9 | 18 | 27 | 15 | 22 | 3 | 24 | 19 | 6 | 67 | 183 | 18 | 3 | 3 | | 9 | 9 | 6 | 6 | 54 | 22.7 | 152 | 16 | 15 | | | | 54 | | | | | |
| Decatur High School | 8 | P | 173 | 21 | 11 | 11 | 7 | 12 | 28 | 18 | 15 | 4 | 17 | 20 | 10 | 30 | 142 | 6 | 5 | 5 | | 6 | 7 | 6 | 1 | 36 | 20.2 | 122 | | 20 | | | | 27 | | 9 | | | |
| Dothan High School | 8 | P | 281 | 66 | 35 | 34 | 11 | 14 | 100 | 60 | 55 | 9 | 68 | 51 | 18 | 169 | 530 | 6 | 12 | | | 12 | | 3 | 8 | 41 | 7.2 | 377 | 68 | 85 | | | | 29 | 12 | | | | |
| Ensley (Star Route) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Minor High School | 8 | P | 268 | 38 | 12 | 12 | 3 | 6 | 34 | 18 | 33 | | 27 | 36 | 6 | 23 | 177 | 3 | | | | 8 | 7 | | 3 | 21 | 10.6 | 159 | | 18 | | | | 21 | | | | | |
| Enterprise | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Coffee County High School | 7 | P | 218 | 35 | 10 | 9 | 7 | 13 | 18 | 6 | 17 | | 12 | 15 | 3 | 31 | 102 | 6 | 6 | | | 9 | 10 | | 6 | 37 | 26.6 | 88 | 14 | | | | | 37 | | | | | |
| Eufaula High School | 8 | P | 123 | 26 | 8 | 8 | 4 | 5 | 30 | 6 | 10 | | 19 | 32 | 3 | 33 | 133 | | 3 | | | | 13 | | 2 | 18 | 11.9 | 119 | 14 | | | | | 18 | | | | | |
| Fairfield High School | 8 | P | 188 | 30 | 13 | 10 | 6 | 15 | 18 | 9 | 7 | | 23 | 19 | 9 | 27 | 112 | 12 | 3 | 6 | | 9 | 16 | | 6 | 52 | 31.7 | 112 | | | | | | 52 | | | | | |
| Florala | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Covington County High School | 8 | P | 167 | 16 | 6 | 6 | 1 | 1 | 19 | | 7 | | 8 | 12 | 3 | 50 | 99 | | | | | 5 | | | | 5 | 4.8 | 65 | 16 | 18 | | | | 5 | | | | | |
| Florence | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Coffee High School | 8 | P | 366 | 43 | 19 | 15 | 6 | 10 | 33 | 15 | 25 | | 29 | 40 | 8 | 72 | 222 | 8 | | 3 | | 15 | 3 | | 11 | 40 | 15. | 169 | 15 | 38 | | | | 24 | | 16 | | | |
| Gadsden High School | 7 | P | 570 | 90 | 39 | 39 | 26 | 41 | 83 | 37 | 61 | | 61 | 86 | | 213 | 546 | 30 | 6 | 5 | | 31 | 16 | 17 | 23 | 128 | 18.9 | 499 | 16 | 31 | | | | 111 | 15 | 2 | | | |
| Greenville | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Butler County High School | 8 | P | 283 | 35 | 10 | 10 | 2 | 2 | 27 | 18 | 20 | | 20 | 15 | 6 | 50 | 162 | 4 | | | | 3 | | | | 7 | 4.1 | 134 | 14 | 14 | | | | 3 | | 4 | | | |
| Guntersville | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Marshall County High School | 8 | P | 196 | 16 | 5 | 5 | 3 | 5 | 15 | 3 | 6 | | 6 | 13 | | 25 | 68 | | 3 | | | 6 | | 6 | | 15 | 18. | 23 | 45 | | | | | 12 | 3 | | | | |
| Hartselle | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Morgan County High School | 8 | P | 211 | 63 | 17 | 17 | 9 | 27 | 36 | 15 | 23 | | 30 | 34 | 9 | 55 | 202 | 15 | 9 | 3 | | 15 | 23 | 9 | 10 | 84 | 29.8 | 136 | 66 | | | | | 84 | | | | | |
| Huntsville High School | 8 | P | 260 | 51 | 13 | 11 | 5 | 5 | 31 | 9 | 10 | 7 | 19 | 28 | 6 | 62 | 172 | 3 | | | | 2 | | | 8 | 13 | 7. | 93 | 29 | 50 | | | | 10 | 2 | 1 | | | |
| LaFayette High School | 8 | P | 141 | 15 | 4 | 4 | 1 | 2 | 14 | 3 | 7 | 3 | 4 | 4 | 5 | 21 | 61 | | 3 | | | 3 | | | | 6 | 8.9 | 26 | 17 | 18 | | | | 6 | | | | | |
| Marion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Marion Institute | 7 | Pr | 40 | 21 | 12 | 7 | 4 | 11 | 18 | | 7 | | 15 | 9 | 6 | 32 | 87 | 3 | 6 | 3 | | 12 | 13 | 3 | | 40 | 31.5 | 87 | | | | | | 40 | | | | | |
| Mobile | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

# ALABAMA—*(Continued)*

YEAR 1926-27

STATE ALABAMA (Cont.)

| NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Mobile Hi h School | 7 | P | 1751 | 250 | 40 | 57 | 15 | 26 | 158 | 27 | 93 | 9 | 132 | 137 | 57 | 300 | 913 | 9 | 15 | 6 | 3 | 22 | 14 | 3 | 14 | 86 | 1.4 | 843 | 34 | 12 | 24 | | | 71 | 12 | 3 | | | |
| Girls' Preparatory High School | 8 | Pr | 91 | 14 | 10 | 10 | 2 | 2 | 30 | 21 | 15 | 15 | 14 | 16 | | 35 | 146 | | | | | | | | 4 | 4 | 2.6 | 106 | 40 | | | | | | 4 | | | | |
| University Military School | 8 | Pr | 150 | 25 | 15 | 15 | 8 | 10 | 40 | 6 | 18 | 6 | 32 | 21 | 18 | 67 | 208 | | | | | 9 | 7 | 6 | 9 | 31 | 13. | 172 | | | 36 | | | 29 | | | 2 | | |
| Montevallo High School | 8 | P | 125 | 14 | 8 | 8 | 2 | 2 | 24 | 3 | 5 | | 8 | 29 | 3 | 56 | 128 | | | | | 3 | 3 | | | 6 | 4.4 | 111 | 17 | | | | | 6 | | | | | |
| Montgomery | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Montgomery County H. S. | 8 | P | 398 | 48 | 27 | 27 | 11 | 25 | 67 | 15 | 43 | | 50 | 41 | 24 | 148 | 388 | 9 | | 6 | 3 | 15 | 5 | 6 | 7 | 51 | 11.6 | 257 | 131 | | | | | 45 | 6 | | | | |
| Sidney Lanier High School | 7 | P | 1303 | 165 | 91 | 82 | 23 | 39 | 226 | 84 | 123 | 30 | 139 | 106 | 54 | 430 | 1192 | 12 | 15 | 3 | | 31 | 8 | 24 | 24 | 117 | 8.9 | 624 | 416 | 138 | 14 | | | 88 | 27 | 1 | 1 | | |
| Newton | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Newton Institute | 8 | Pr | 76 | 19 | 16 | 4 | 3 | 2 | 9 | 2 | 8 | | 3 | 16 | | 13 | 52 | 3 | 3 | | | 5 | | | | 11 | 17.4 | 52 | | | | | | 11 | | | | | |
| Opelike | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Clift High School | 7 | P | 275 | 24 | 16 | 16 | 10 | 12 | 46 | 9 | 27 | 3 | 42 | 46 | | 90 | 263 | 3 | 6 | | 3 | 13 | 1 | | 9 | 35 | 11.7 | 245 | | 18 | | | | 35 | | | | | |
| Opp High School | 8 | P | 113 | 16 | 7 | 5 | 2 | 3 | 15 | | 6 | | 18 | 12 | 6 | 22 | 79 | | 3 | | | | 4 | 3 | | 10 | 11.1 | 63 | 16 | | | | | 10 | | | | | |
| Ozark | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dale County High School | 8 | P | 322 | 35 | 19 | 17 | 5 | 5 | 50 | 6 | 46 | | 6 | 20 | | 145 | 273 | 12 | | | | | 7 | | | 19 | 6.5 | 71 | 16 | 186 | | | | 7 | | 12 | | | |
| Pike Road High School | 8 | P | 92 | 9 | 6 | 5 | 3 | 5 | 13 | 3 | 9 | | 6 | 12 | | 33 | 76 | 3 | | | | 3 | 6 | 3 | | 15 | 16.4 | 58 | | 18 | | | | 15 | | | | | |
| Powderly | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Jones Valley High School | 8 | P | 243 | 33 | 3 | 2 | 2 | 5 | | | 6 | | | | 4 | | 10 | 6 | | | | 6 | 4 | | | 16 | 61.5 | 10 | | | | | | 16 | | | | | |
| Ramer High School | 8 | P | 240 | 23 | 5 | 5 | 3 | 3 | 13 | 3 | | 10 | 6 | 14 | | 32 | 78 | 3 | | | | 6 | | | | 9 | 10.3 | 34 | 26 | 18 | | | | 3 | 6 | | | | |
| St. Bernard High School | 8 | P | 135 | 23 | 11 | 4 | 4 | 6 | 8 | | 3 | | 11 | 4 | 9 | 11 | 46 | 3 | | | | 3 | 3 | 6 | 5 | 20 | 30.3 | 46 | | | | | | 20 | | | | | |
| Selma High School | 8 | P | 382 | 87 | 45 | 39 | 15 | 22 | 104 | 45 | 33 | 13 | 65 | 74 | 38 | 184 | 578 | 9 | 9 | 7 | 4 | 22 | 8 | 6 | 9 | 74 | 11.3 | 433 | 89 | 40 | 16 | | | 56 | 6 | 12 | | | |
| Sheffield High School | 8 | P | 270 | 32 | 19 | 19 | 10 | 17 | 47 | 10 | 45 | 3 | 33 | 18 | | 121 | 277 | 19 | | 8 | | 11 | 8 | 3 | 12 | 61 | 18. | 121 | | 156 | | | | 27 | | 34 | | | |
| Spring Hill High School | 8 | P | 176 | 40 | 31 | 23 | 10 | 15 | 71 | 9 | 16 | 23 | 29 | 47 | 26 | 113 | 336 | 6 | 3 | 2 | 3 | 9 | 20 | 3 | 8 | 55 | 14. | 257 | 20 | | 59 | | | 46 | | | 9 | | |
| Sylacauga | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sylacauga Secondary Agr.Sch. | 8 | P | 200 | 47 | 24 | 19 | 9 | 12 | 49 | 9 | 35 | 3 | 36 | 26 | 12 | 115 | 285 | 9 | 6 | 3 | | 5 | 6 | | 7 | 36 | 11.2 | 206 | 43 | 36 | | | | 32 | 3 | 1 | | | |
| Talladega City High School | 8 | P | 172 | 16 | 11 | 8 | 6 | 11 | 13 | 9 | 14 | | 9 | 13 | 3 | 28 | 94 | 3 | 6 | 3 | 9 | 6 | 4 | | 3 | 34 | 26.5 | 94 | | | | | | 34 | | | | | |
| Thorsby | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

YEAR 1926-27

STATE ALABAMA (Cont.)

| NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Thorsby Institute | 8 | Pr | 83 | 16 | 2 | 2 | 1 | 1 | 6 | 3 | 6 | | 3 | 4 | | 7 | 29 | | | | | 3 | | | | 3 | 9.4 | 16 | 13 | | | | | | | 3 | | | | |
| Troy High School | 8 | P | 165 | 41 | 34 | 30 | 14 | 26 | 82 | 36 | 41 | 4 | 41 | 37 | 9 | 190 | 440 | 30 | 7 | 7 | | 18 | 10 | 6 | 14 | 92 | 17.2 | 104 | 29 | 307 | | | | 32 | 3 | 57 | | | |
| Tuscaloosa High School | 8 | P | 350 | 68 | 51 | 51 | 15 | 26 | 132 | 54 | 60 | 18 | 124 | 99 | 57 | 212 | 756 | 18 | 3 | 3 | 3 | 12 | 12 | 18 | 14 | 83 | 9.9 | 756 | | | | | | 83 | | | | | |
| Tuscumbia Deshler High School | 8 | P | 314 | 35 | 10 | 7 | 3 | 7 | 21 | | 15 | 4 | 3 | 11 | 3 | 43 | 100 | 4 | 3 | 3 | 3 | 3 | | 3 | 5 | 24 | 19.2 | 38 | | 62 | | | | 15 | | 9 | | | |
| Uniontown High School | 8 | P | 75 | 7 | 4 | 4 | 0 | 0 | 12 | 3 | 3 | 7 | 12 | 3 | 3 | 24 | 67 | | | | | | | | | | 0 | 67 | | | | | | | | | | | | |
| TOTALS | | | 20861 | 3132 | 1350 | 1236 | 532 | 978 | 3206 | 1107 | 1976 | 296 | 2367 | 2745 | 669 | 5288 | 17654 | 54 | 236 | 237 | 50 | 721 | 598 | 254 | 346 | 3083 | | | 14224 | 1562 | 1667 | 181 | | | 2754 | 124 | 193 | 12 | | |
| PER CENT OF TOTAL | | | | | | | | | | | | | | | | | | 14.4 | 23.2 | 16.7 | 14.4 | 23.3 | 17.9 | 20.7 | 6.1 | | 14.8 | 63.6 | 7.6 | 8.1 | .9 | | | 13.3 | .5 | .9 | .1 | | |

# FLORIDA

| YEAR 1926-27 / STATE FLORIDA / NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Arcadia | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DeSoto County High School | 8 | P | 294 | 48 | 13 | 12 | 5 | 9 | 31 | 6 | 21 | 3 | 12 | 14 | 12 | 58 | 157 | 9 | | 3 | | 3 | | 3 | 13 | 31 | 16.5 | 119 | 26 | 13 | | | | 10 | 15 | 6 | | | |
| Auburndale High School | 8 | P | 65 | 5 | 1 | 1 | 1 | 2 | | | 3 | | 5 | | | 10 | 18 | | | | | | | | 4 | 4 | 18.1 | 18 | | | | | | 4 | | | | | |
| Avon Park High School | 8 | P | 80 | 10 | 4 | 4 | 1 | 1 | 13 | 12 | 6 | | 10 | 7 | 3 | 15 | 66 | | | 3 | | | | | | 3 | 4.3 | 19 | 27 | 20 | | | | | 3 | | | | |
| Bartow | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Summerlin Institute | 8 | P | 235 | 26 | 16 | 16 | 4 | 4 | 45 | 15 | 16 | | 21 | 53 | 18 | 71 | 239 | 3 | | | | | | | 12 | 15 | 5.1 | 186 | 41 | 12 | | | | 12 | | 3 | | | |
| Blountstown | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Calhoun County High School | 8 | P | 115 | 31 | 8 | 6 | 3 | 5 | 16 | 3 | 6 | | 3 | 15 | 6 | 25 | 74 | 5 | | | 3 | 3 | | | 5 | 16 | 17.7 | 74 | | | | | | 16 | | | | | |
| Bradenton | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Manatee County High School | 8 | P | 550 | 51 | 31 | 31 | 11 | 17 | 90 | 15 | 27 | 8 | 63 | 74 | 30 | 52 | 459 | | 3 | | 1 | 11 | 14 | | 24 | 53 | 10.3 | 368 | 58 | 15 | 18 | | | 53 | | | | | |
| Brooksville | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hernando County High School | 8 | P | 157 | 27 | 12 | 12 | 4 | 7 | 32 | 15 | 9 | | 25 | 21 | 6 | 56 | 164 | 3 | 3 | | | 3 | | 12 | 11 | 32 | 16.3 | 128 | 19 | | 17 | | | 20 | 12 | | | | |
| Bushnell High School | 8 | P | 82 | 11 | 5 | 4 | 3 | 4 | 6 | | 6 | | 4 | 5 | | 25 | 46 | 6 | | | | 3 | 4 | | 3 | 16 | 25.8 | 37 | 9 | | | | | 13 | 3 | | | | |
| Chipley | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Washington County High School | 8 | P | 94 | 17 | 5 | 5 | 4 | 11 | 14 | | 9 | | 6 | 9 | 8 | 18 | 64 | 3 | | | | | 13 | | 7 | 23 | 26.4 | 49 | 15 | | | | | 18 | 5 | | | | |
| Clearwater | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Central High School | 8 | P | 255 | 48 | 20 | 20 | 4 | 5 | 65 | 44 | 18 | 7 | 19 | 34 | 14 | 95 | 296 | 3 | | | | 9 | 4 | | 2 | 18 | 5.7 | 211 | 55 | 13 | 17 | | | 13 | 3 | 2 | | | |
| Cocoa Senior High School | 8 | P | 128 | 15 | 10 | 10 | 5 | 9 | 31 | 3 | 11 | | 7 | 18 | 9 | 49 | 128 | | | 3 | | 14 | 4 | 6 | 6 | 33 | 20.5 | 106 | 15 | | 7 | | | 22 | | | 11 | | |
| Coconut Grove | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ponce de Leon High School | 8 | P | 300 | 25 | 9 | 6 | 4 | 4 | 23 | 5 | | | | 3 | 6 | 42 | 79 | | | 8 | | | | | | 8 | 9.1 | 27 | | 52 | | | | | | 8 | | | |
| Crescent City High School | 8 | P | 45 | 2 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dania High School | 8 | P | 175 | 25 | 8 | 3 | 1 | 2 | 9 | 3 | 6 | 3 | | 6 | | 14 | 41 | | | 3 | | | | 3 | | 6 | 12.8 | 32 | | | 9 | | | | | | 6 | | |
| Daytona Beach | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Daytona High School | 8 | P | 398 | 37 | 12 | 9 | 0 | 0 | 29 | 7 | 11 | 3 | 9 | 14 | 9 | 65 | 147 | | | | | | | | | | 0 | 132 | 15 | | | | | | | | | | | |
| Seabreeze High School | 8 | P | 148 | 19 | 7 | 5 | 1 | 1 | 14 | 14 | 3 | 3 | | 11 | 3 | 25 | 73 | | | | | 5 | | | | 5 | 6.4 | 42 | 15 | | 16 | | | 5 | | | | | |
| DeFuniak Springs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Palmer College Academy | 8 | Pr | 80 | 17 | 13 | 13 | 3 | 9 | 27 | 9 | 27 | 3 | 27 | 31 | 23 | 31 | 178 | 8 | | 3 | | 5 | 5 | 6 | 8 | 35 | 16.4 | 53 | 16 | 109 | | | | 22 | | 3 | | | |

# FLORIDA—*(Continued)*

YEAR 1926-27

STATE FLORIDA (Cont.)

| NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| DeLand High School | 8 | P | 232 | 41 | 25 | 23 | 3 | 5 | 77 | 16 | 12 | 13 | 68 | 53 | 21 | 99 | 359 | 3 | | | | 5 | 15 | | 3 | 26 | 6.7 | 119 | 240 | | | | | 23 | 3 | | | | |
| Delray High School | 8 | P | 104 | 9 | 6 | 6 | 4 | 7 | 9 | 11 | 9 | | 6 | 16 | | 16 | 67 | 6 | | | | 6 | 4 | 3 | 8 | 27 | 28.7 | 37 | 12 | 18 | | | | 16 | | 11 | | | |
| Dunellon High School | 8 | P | 56 | 5 | 1 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Eau Gallie High School | 8 | P | 54 | 7 | 4 | 4 | 3 | 6 | 12 | 4 | | | | 15 | | 17 | 48 | | | | | 6 | 5 | 6 | 1 | 18 | 27.3 | 32 | | | | | 16 | 18 | | | | | |
| Eustis High School | 8 | P | 75 | 20 | 8 | 7 | 2 | 4 | 23 | 3 | | 8 | 9 | 11 | 9 | 24 | 87 | | | | | | 10 | | 2 | 12 | 12.1 | 57 | 30 | | | | | 12 | | | | | |
| Fort Lauderdale Central H. S. | 8 | P | 597 | 63 | 25 | 25 | 5 | 9 | 79 | 24 | 23 | 3 | 25 | 49 | 30 | 121 | 354 | 6 | | 6 | | | 5 | 6 | 14 | 37 | 9.5 | 147 | 113 | 29 | 65 | | | 35 | | 2 | | | |
| Fort Meade High School | 8 | P | 147 | 28 | 14 | 13 | 6 | 16 | 29 | 3 | 9 | 3 | 15 | 26 | 15 | 48 | 148 | 14 | | 3 | 3 | 5 | 5 | 6 | 22 | 58 | 28.1 | 148 | | | | | | 49 | 9 | | | | |
| Fort Myers High School | 8 | P | 239 | 67 | 28 | 15 | 5 | 7 | 42 | 5 | 21 | 10 | 14 | 16 | 15 | 93 | 216 | 6 | 3 | | | 6 | | | 6 | 21 | 8.9 | 67 | 130 | | 19 | | | 3 | 18 | | | | |
| Fort Pierce High School | 8 | P | 209 | 20 | 4 | 4 | 4 | 10 | 6 | | | | 5 | 3 | 6 | 15 | 35 | 6 | 3 | | | 9 | 12 | | 7 | 37 | 51.4 | 35 | | | | | | 37 | | | | | |
| Gainesville High School | 8 | P | 338 | 34 | 29 | 25 | 7 | 14 | 76 | 39 | 18 | 6 | 45 | 60 | 15 | 121 | 380 | 3 | 3 | 3 | | 15 | | 9 | 11 | 44 | 10.3 | 333 | | 32 | 15 | | | 44 | | | | | |
| Green Cove Springs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Florida Military Academy | 8 | Pr | 54 | 2 | 2 | 1 | 1 | 4 | | | | | | | | | | 5 | | | | | 5 | 5 | 2 | 17 | 100. | | | | | | | | | | 17 | | |
| Groveland High School | 8 | P | 90 | 10 | 6 | 6 | 1 | 2 | 15 | | 6 | 3 | 15 | 13 | 12 | 22 | 86 | 3 | | | | | 9 | | | 12 | 12.2 | 71 | 15 | | | | | 12 | | | | | |
| Haines City High School | 8 | P | 84 | 15 | 6 | 6 | 3 | 4 | 20 | 3 | 6 | | 6 | 22 | 9 | 18 | 84 | 3 | | | | | 3 | | 6 | 12 | 12.5 | 53 | 12 | 19 | | | | 9 | 3 | | | | |
| Hastings High School | 8 | P | 43 | 6 | 2 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High Springs High School | 8 | P | 82 | 9 | 3 | 2 | 2 | 6 | 5 | | 3 | | 3 | | 3 | 2 | 16 | 3 | | 3 | | | 4 | 3 | 4 | 17 | 51.5 | 16 | | | | | | 1 | 16 | | | | |
| Homestead | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Homestead High School | 8 | P | 232 | 10 | 5 | 5 | 4 | 10 | 10 | 3 | | | 3 | 6 | 6 | 12 | 40 | 3 | 3 | | | 6 | 4 | | 23 | 39 | 46. | 30 | 10 | | | | | 34 | 5 | | | | |
| Redland High School | 8 | P | 65 | 14 | 5 | 4 | 3 | 5 | 11 | 3 | 3 | 3 | 3 | | 8 | 17 | 48 | 3 | | | | 3 | 4 | | 3 | 13 | 21.3 | 21 | 16 | | 11 | | | 8 | | | 5 | | |
| Jacksonville | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Duval High School | 8 | P | 1435 | 240 | 114 | 110 | 25 | 36 | 349 | 78 | 153 | 44 | 162 | 236 | 141 | 485 | 1647 | 6 | 18 | | | 14 | 17 | 19 | 35 | 109 | 6.3 | 1368 | 158 | 73 | 49 | | | 79 | 9 | 6 | 13 | | |
| Key West | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Monroe County High School | 8 | P | 224 | 25 | 11 | 8 | 4 | 8 | 23 | 3 | 3 | 6 | 22 | 19 | 12 | 39 | 127 | 3 | 3 | | | 6 | 8 | | 6 | 26 | 17. | 110 | 17 | | | | | 26 | | | | | |
| Kissimmee | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Osceola County High School | 8 | P | 85 | 22 | 9 | 9 | 2 | 4 | 27 | 3 | 6 | | 6 | 15 | 18 | 60 | 135 | | | | | 2 | 2 | | 6 | 10 | 6.9 | 135 | | | | | | 10 | | | | | |
| LaBelle High School | 8 | P | 65 | 13 | 6 | 6 | 5 | 9 | 16 | 5 | 3 | 5 | | 14 | 3 | 18 | 64 | 3 | 3 | | | 3 | 5 | | | 14 | 18. | 39 | 25 | | | | | 9 | 5 | | | | |
| Lake City | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

# FLORIDA—*(Continued)*

| YEAR 1926-27 STATE FLORIDA (Cont.) NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory A | B | C | Outside Southern Association Territory A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory A | B | C | Outside Southern Association Territory A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Columbia High School | 8 | P | 192 | 33 | 17 | 13 | 5 | 7 | 37 | 12 | 15 | 6 | 16 | 30 | 12 | 58 | 186 | 3 | | 3 | | | 14 | 3 | 2 | 25 | 11.8 | 186 | | | | | | 25 | | | | | |
| Lakeland High School | 8 | P | 1014 | 94 | 38 | 37 | 17 | 27 | 95 | 45 | 59 | 14 | 38 | 70 | 43 | 130 | 494 | 13 | 3 | 6 | 3 | 32 | 10 | 9 | 4 | 93 | 15.8 | 398 | 96 | | | | | 84 | 9 | | | | |
| Lake Wales High School | 8 | P | 149 | 27 | 10 | 9 | 5 | 14 | 23 | 8 | 6 | 6 | 11 | 9 | 15 | 23 | 101 | 9 | | 3 | 6 | 9 | | 10 | 5 | 42 | 7. | 75 | 10 | | 16 | | | 35 | 7 | | | | |
| Lake Worth High School | 8 | P | 384 | 46 | 16 | 13 | 5 | 13 | 32 | 14 | 16 | 3 | 10 | 33 | 13 | 53 | 174 | 9 | | 3 | | 3 | 16 | 3 | 16 | 50 | 22.3 | 113 | 15 | | 15 | | 31 | 29 | 18 | | 3 | | |
| Largo High School | 8 | P | 185 | 14 | 4 | 4 | 3 | 7 | 6 | | | | 14 | 14 | 6 | 10 | 50 | 3 | 3 | | 3 | | | | 6 | 15 | 23.1 | 37 | | | 13 | | | 15 | | | | | |
| Leesburg High School | 8 | P | 213 | 27 | 8 | 6 | 3 | 4 | 17 | 6 | 9 | | 12 | 11 | 9 | 21 | 95 | 3 | | 3 | | | | 3 | 1 | 10 | 10.9 | 85 | | | | | | 10 | | | | | |
| Live Oak | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Suwannee High School | 8 | P | 161 | 28 | 7 | 7 | 3 | 7 | 20 | 3 | 15 | | 4 | 12 | 12 | 19 | 85 | 3 | | | | 6 | 14 | 3 | | 26 | 23.4 | 78 | | | | | 7 | 17 | | | | | 9 |
| Marianna High School | 8 | P | 112 | 12 | 7 | 4 | 2 | 5 | 9 | 6 | 3 | | 3 | | 3 | 28 | 52 | 6 | 3 | | | | | | 6 | 15 | 22.4 | 52 | | | | | | 15 | | | | | |
| Melbourne High School | 8 | P | 188 | 32 | 6 | 6 | 4 | 7 | 14 | | 3 | | 9 | 15 | 6 | 32 | 79 | 6 | | | | 3 | 5 | 9 | | 23 | 22.5 | 79 | | | | | | 23 | | | | | |
| Miami | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dade County Agr. H. S. | 8 | P | 505 | 52 | 18 | 15 | 10 | 14 | 38 | 6 | 9 | | 3 | 52 | 20 | 64 | 192 | 8 | | 5 | 3 | | 8 | 3 | 14 | 41 | 17.6 | 119 | 57 | 16 | | | | 29 | 6 | 6 | | | |
| Miami High School | 8 | P | 1800 | 240 | 126 | 115 | 41 | 72 | 325 | 108 | 145 | 32 | 173 | 220 | 109 | 522 | 1634 | 39 | 9 | 22 | | 31 | 71 | 18 | 52 | 242 | 12.9 | 776 | 252 | 348 | 226 | | 32 | 137 | 15 | 64 | 26 | | |
| Milton | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Santa Rosa Co. H. S. | 8 | P | 132 | 18 | 4 | 4 | 1 | 1 | 12 | 3 | | | 6 | 20 | 3 | 14 | 58 | | | | | | | 3 | | 3 | 5. | 47 | | 11 | | | | 3 | | | | | |
| Mount Dora High School | 8 | P | 65 | 7 | 3 | 3 | 1 | 1 | 4 | 3 | 3 | 3 | 3 | 7 | 4 | 14 | 41 | 3 | | | | | | | | 3 | 6.9 | | 29 | | 12 | | | | 3 | | | | |
| Mulberry High School | 8 | P | 105 | 14 | 3 | 3 | 2 | 2 | 9 | | | | 11 | 15 | 3 | 10 | 48 | | | | | | | 3 | 2 | 5 | 9.9 | 48 | | | | | | 5 | | | | | |
| New Smyrna High School | 8 | P | 200 | 22 | 6 | 6 | 1 | 1 | 20 | 3 | 9 | | 3 | 20 | 11 | 31 | 97 | | | | | | 3 | | | 3 | 3. | 30 | 33 | | 34 | | | 3 | | | | | |
| Ocala High School | 8 | P | 276 | 37 | 16 | 15 | 7 | 12 | 38 | 28 | 15 | | 21 | 29 | 12 | 59 | 202 | 9 | 3 | 3 | | 3 | | 3 | 17 | 38 | 15.8 | 174 | 16 | 12 | | | | 38 | | | | | |
| Ocoee High School | 8 | P | 62 | 8 | 3 | 2 | 1 | 3 | 3 | | | | | 3 | 3 | 7 | 16 | | | 3 | | | 5 | | 6 | 14 | 46.7 | 16 | | | | | | 14 | | | | | |
| Okeechobee High School | 8 | P | 116 | 18 | 4 | 3 | 2 | 4 | 6 | 3 | 3 | | 3 | 7 | | 10 | 32 | 3 | 3 | 3 | | | 4 | | | 13 | 28.9 | 10 | 22 | | | | | 6 | 7 | | | | |
| Orlando Senior High School | 8 | P | 530 | 154 | 77 | 55 | 25 | 48 | 130 | 66 | 48 | 17 | 71 | 135 | 25 | 234 | 726 | 36 | 9 | 9 | | 32 | 34 | 6 | 27 | 153 | 17.4 | 454 | 184 | 36 | 49 | | 3 | 116 | 9 | 6 | 10 | | 12 |
| Palatka | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Putnam High School | 8 | P | 217 | 32 | 13 | 11 | 3 | 3 | 33 | 17 | 12 | 6 | 9 | 41 | 6 | 56 | 180 | 6 | 3 | | | | | | | 9 | 4.7 | 112 | 51 | 17 | | | | 9 | | | | | |
| Palmetto High School | 8 | P | 282 | 21 | 8 | 8 | 3 | 5 | 17 | 14 | 18 | | 14 | 4 | 9 | 22 | 98 | 3 | | | | 3 | | 3 | 5 | 19 | 16.2 | 30 | 52 | 16 | | | | 13 | 6 | | | | |
| Panama City | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bay County High School | 8 | P | 216 | 34 | 8 | 8 | 4 | 8 | 17 | 3 | 3 | | 3 | 10 | 9 | 56 | 101 | 9 | 3 | | | | | 3 | 10 | 25 | 20. | 89 | 12 | | | | | 25 | | | | | |

# FLORIDA—*(Continued)*

| YEAR 1926-27 STATE FLORIDA (Cont.) NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Pensacola High School | 8 | P | 792 | 83 | 35 | 23 | 8 | 15 | 104 | 27 | 36 | 3 | 89 | 101 | 32 | 155 | 547 | 9 | | 3 | | 11 | 11 | | 14 | 48 | 8.1 | 467 | 30 | 15 | 35 | | | 45 | | | 3 | | |
| Perry | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The Taylor Co. High School | 8 | P | 132 | 17 | 7 | 7 | 3 | 3 | 23 | 3 | 3 | | 21 | 27 | 3 | 27 | 107 | | | | | 3 | | 6 | | 9 | 7.7 | 107 | | | | | | 9 | | | | | |
| Plant City High School | 8 | P | 697 | 53 | 17 | 14 | 7 | 12 | 24 | | 15 | 9 | 15 | 33 | 11 | 59 | 166 | 15 | 3 | | | 9 | 17 | 6 | 23 | 73 | 30.5 | 105 | 61 | | | | | 57 | 16 | | | | |
| Quincy | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gadsden County High School | 8 | P | 176 | 29 | 14 | 14 | 1 | 1 | 42 | 9 | 21 | 9 | 9 | 40 | 15 | 70 | 215 | | | | | | | | 3 | 3 | 1.4 | 215 | | | | | | 3 | | | | | |
| St. Augustine | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High School | 8 | P | 298 | 36 | 12 | 11 | 8 | 12 | 29 | 9 | 9 | 9 | 13 | 26 | 9 | 37 | 146 | 8 | | | | 9 | 20 | | 6 | 42 | 22.7 | 111 | 15 | | 20 | | | 32 | 5 | | 6 | | |
| St. Joseph's Academy | 8 | P | 106 | 14 | 3 | 2 | 0 | 0 | 7 | 3 | 6 | | | 6 | 2 | 7 | 31 | | | | | | | | | | 0. | 15 | | 16 | | | | | | | | | | |
| Saint Cloud High School | 8 | P | 135 | 14 | 7 | 7 | 3 | 5 | 19 | 3 | 9 | | 9 | 21 | 6 | 32 | 95 | 6 | | | | 3 | 3 | 3 | | 15 | 13.6 | 62 | 33 | | | | | 3 | 12 | | | | |
| St. Leo | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| St. Leo Academy | 8 | Pr | 75 | 14 | 4 | 4 | 2 | 5 | 6 | | 6 | | 5 | | 8 | 10 | 37 | 3 | | | | 4 | | 3 | 10 | 20 | 35.1 | 5 | 15 | | 17 | | | 20 | | | | | |
| St. Petersburg High School | 8 | P | 1284 | 214 | 109 | 92 | 38 | 62 | 256 | 95 | 93 | 16 | 141 | 140 | 101 | 401 | 1251 | 21 | 13 | 9 | | 52 | 57 | 17 | 43 | 212 | 14.4 | 329 | 238 | 40 | 144 | | | 169 | 24 | | 19 | | |
| Sanford High School | 8 | P | 384 | 58 | 25 | 22 | 10 | 19 | 60 | 3 | 24 | 6 | 20 | 53 | 20 | 108 | 296 | 9 | | 6 | 3 | 11 | | 12 | 16 | 57 | 16. | 211 | 30 | 18 | 21 | | 16 | 43 | 5 | | 9 | | |
| Sarasota High School | 8 | P | 359 | 42 | 24 | 20 | 5 | 10 | 58 | 20 | 29 | 8 | 21 | 41 | 33 | 80 | 290 | 3 | | 6 | | 9 | 5 | 6 | 6 | 35 | 10.3 | 248 | 42 | | | | | 33 | 3 | | | | |
| Sebring High School | 8 | P | 142 | 11 | 3 | 3 | 1 | 1 | 9 | 3 | | | 3 | 6 | 3 | 20 | 46 | | | | | | | | 1 | 1 | 2.1 | 46 | | | | | | 1 | | | | | |
| Stuart High School | 8 | P | 130 | 10 | 5 | 5 | 2 | 3 | 17 | 3 | 6 | | 6 | 5 | | 39 | 76 | | | | | 5 | | 3 | 2 | 10 | 11.8 | 28 | 40 | | | | | 5 | 5 | | | | |
| Tallahassee | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Leon County High School | 8 | P | 300 | 44 | 22 | 21 | 8 | 12 | 54 | 13 | 27 | 6 | 15 | 48 | 35 | 85 | 283 | 6 | 6 | | | 6 | 13 | 3 | 3 | 37 | 11.5 | 242 | 31 | 10 | | | | 33 | | 4 | | | |
| Tampa | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Classical School | 8 | Pr | 64 | 2 | 2 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hillsboro Senior High School | 8 | P | 1650 | 270 | 116 | 99 | 27 | 44 | 281 | 14 | 99 | 34 | 122 | 225 | 90 | 472 | 1437 | 21 | 15 | 18 | 6 | 12 | 29 | 12 | 22 | 135 | 8.6 | 1169 | 159 | 2 | 40 | 15 | 25 | 103 | 12 | 6 | 15 | | |
| Sacred Heart High School | 8 | Pr | 123 | 13 | 9 | 7 | 3 | 3 | 22 | 4 | 4 | 5 | 16 | 10 | 15 | 40 | 116 | | | | | | 8 | 3 | | 11 | 8.6 | 93 | | | 28 | | | 11 | | | | | |
| Tarpon Springs High School | 8 | P | 140 | 13 | 3 | 6 | 1 | 1 | 25 | 17 | 9 | | 14 | 23 | 3 | 35 | 126 | | | 3 | | | | | | 3 | 2.3 | 50 | 47 | 29 | | | | | | 3 | | | |
| Titusville High School | 8 | P | 125 | 6 | 3 | 2 | 0 | 0 | 6 | 3 | 3 | | 3 | | | 14 | 29 | | | | | | | | | | 0. | 29 | | | | | | | | | | | |
| Umatilla Senior High School | 8 | P | 91 | 20 | 3 | 6 | 1 | 1 | 19 | | 6 | | 12 | 13 | 12 | 27 | 93 | | | | | | | | 3 | 3 | 3.1 | 62 | 31 | | | | | 3 | | | | | |
| Vero Beach High School | 8 | P | 115 | 15 | 0 | 6 | 3 | 7 | 11 | | | | 7 | 16 | 6 | 33 | 73 | 6 | | | | | | 6 | 8 | 20 | 21.3 | 60 | | | 15 | | | 20 | | | | | |

# FLORIDA—*(Continued)*

| YEAR 1926-27 STATE FLORIDA (Cont.) NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory A | B | C | Outside Southern Association Territory A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory A | B | C | Outside Southern Association Territory A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Wauchula High School | 8 | P | 276 | 41 | 18 | 18 | 7 | 12 | 53 | 15 | 33 | | 9 | 27 | 17 | 93 | 247 | 3 | 12 | 3 | | 3 | 7 | 3 | 8 | 39 | 14. | 185 | 62 | | | | | 30 | 9 | | | | |
| West Palm Beach Palm Beach High School | 8 | P | 753 | 64 | 17 | 17 | 7 | 16 | 51 | 15 | 15 | | 12 | 26 | 25 | 66 | 210 | 6 | 3 | 4 | | 18 | 4 | | 17 | 52 | 19.8 | 124 | 56 | 30 | | | | 11 | 10 | | 31 | | |
| Winter Haven High School | 8 | P | 175 | 39 | 18 | 16 | 5 | 6 | 45 | 26 | 40 | | 16 | 24 | 18 | 65 | 234 | 2 | | | | 3 | | 6 | 5 | 16 | 6.4 | 152 | 61 | | 21 | | | 16 | | | | | |
| Winter Park High School | 8 | P | 136 | 21 | 18 | 15 | 6 | 9 | 39 | 9 | 18 | 2 | 15 | 26 | 9 | 69 | 187 | 3 | 6 | | | 11 | 6 | 3 | | 29 | 13.4 | 107 | 80 | | | | | 26 | 3 | | | | |
| TOTAL | | | 23422 | 3199 | 1395 | 1234 | 444 | 786 | 3436 | 1096 | 1355 | 328 | 1659 | 2594 | 1276 | 5495 | 17239 | 413 | 139 | 153 | 31 | 423 | 538 | 261 | 617 | 2585 | | | 12149 | 2958 | 1041 | 948 | 15 | 130 | 1965 | 293 | 132 | 174 | 21 |
| PER CENT OF TOTAL | | | | | | | | | | | | | | | | | | 10.7 | 11.2 | 10.1 | 8.6 | 20.7 | 17.1 | 17. | 10. | | 13. | | 61.3 | 14.9 | 5.3 | 4.8 | .08 | .6 | 9.9 | 1.5 | .6 | .9 | .1 |

# GEORGIA

| Year 1926-27 / State GEORGIA / Name of Secondary School | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Albany High School | 7 | P | 500 | 79 | 30 | 30 | 19 | 27 | 71 | 40 | 51 | 15 | 35 | 57 | 8 | 112 | 389 | 10 | 15 | 3 | | 13 | 30 | 9 | 6 | 86 | 18. | 293 | 72 | 24 | | | | 63 | 20 | 3 | | | |
| Americus High School | 7 | P | 249 | 37 | 22 | 17 | 7 | 11 | 29 | 22 | 9 | 3 | 13 | 39 | 15 | 105 | 235 | 12 | | 3 | | 12 | 12 | 3 | 1 | 43 | 15.4 | 145 | 65 | 25 | | | | 31 | 6 | 6 | | | |
| Ashburn High School | 7 | P | 125 | 26 | 15 | 13 | 3 | 3 | 39 | 18 | 11 | 3 | 19 | 25 | 22 | 57 | 194 | 2 | | | | | 5 | 5 | | 12 | 5.7 | 139 | | 55 | | | | 12 | | | | | |
| Athens | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High School | 7 | P | 581 | 80 | 55 | 52 | 17 | 19 | 141 | 67 | 96 | 33 | 57 | 104 | 27 | 244 | 769 | 6 | 3 | 12 | | 9 | 34 | 3 | 15 | 82 | 9.6 | 510 | 169 | 90 | | | | 61 | 15 | 6 | | | |
| Lucy Cobb Academy | 7 | Pr | 51 | 15 | 12 | 12 | 3 | 3 | 42 | 24 | 24 | 9 | 9 | 26 | 6 | 43 | 183 | 3 | 3 | | | | | | 1 | 7 | 3.1 | 93 | 9 | 81 | | | | 4 | | 3 | | | |
| Atlanta | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Boys High School | 8 | P | 415 | 108 | 87 | 74 | 13 | 22 | 151 | 132 | 33 | 36 | 151 | 189 | 92 | 358 | 1142 | 3 | 10 | 8 | | 28 | 21 | | 31 | 101 | 8.1 | 1060 | 18 | 36 | 28 | | | 101 | | | | | |
| Commercial High School | 8 | P | 713 | 140 | 7 | 6 | 0 | 0 | 6 | | 3 | | 3 | | 3 | 99 | 114 | | | | | | | | | | 0. | 20 | | 94 | | | | | | | | | |
| Fulton County High School | 7 | P | 745 | 64 | 21 | 21 | 3 | 3 | 54 | 30 | 20 | 18 | 40 | 37 | 16 | 117 | 332 | 3 | | | | 3 | 1 | | 5 | 12 | 3.5 | 289 | 28 | 15 | | | | 9 | 3 | | | | |
| Girls High School | 7 | P | 722 | 241 | 76 | 76 | 7 | 8 | 210 | 157 | 119 | 69 | 163 | 132 | 27 | 261 | 1138 | 3 | 9 | | | | 8 | | 4 | 24 | 2.1 | 640 | 170 | 312 | 16 | | | 10 | 4 | 10 | | | |
| North Avenue Presbyterian H.S. | 8 | Pr | 136 | 48 | 30 | 27 | 9 | 12 | 68 | 51 | 54 | 31 | 54 | 31 | 3 | 106 | 398 | 3 | 6 | | 9 | 2 | 15 | | | 35 | 8.1 | 246 | 43 | 73 | | 13 | 18 | 27 | 4 | | | 4 | |
| Tech High School | 8 | P | 675 | 225 | 132 | 128 | 78 | 168 | 289 | 84 | 89 | | 293 | 266 | 104 | 589 | 1714 | 69 | 44 | 30 | | 159 | 109 | 104 | 113 | 628 | 26.8 | 1597 | | 87 | 30 | | | 564 | 31 | 33 | | | |
| University School for Boys | 7 | Pr | 102 | 15 | 13 | 13 | 9 | 11 | 37 | 12 | 9 | | 9 | 18 | 6 | 82 | 173 | | 13 | | | 14 | 4 | | 8 | 39 | 13.4 | 140 | | 33 | | | | 33 | | 6 | | | |
| Augusta | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Academy of Richmond County | 7 | P | 535 | 85 | 67 | 67 | 50 | 103 | 108 | 67 | 59 | 6 | 171 | 187 | 12 | 209 | 819 | 78 | 39 | 24 | | 59 | 90 | 6 | 37 | 333 | 28.9 | 341 | 18 | 120 | 40 | | | 54 | | 274 | 5 | | |
| Tubman High School | 7 | P | 802 | 157 | 89 | 89 | 23 | 47 | 246 | 140 | 138 | 39 | 113 | 206 | 10 | 391 | 1280 | 24 | 36 | 18 | 6 | 21 | 33 | | 11 | 149 | 10.4 | 290 | 24 | 952 | 14 | | | 31 | 6 | 113 | | | |
| Bainbridge High School | 7 | P | 182 | 37 | 25 | 21 | 10 | 16 | 59 | 16 | 30 | | 36 | 31 | 18 | 99 | 288 | 6 | 3 | 6 | | 11 | 7 | 6 | 14 | 53 | 15.5 | 162 | 36 | 90 | | | | 42 | | 11 | | | |
| Barnesville | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gordon Institute | 7 | Pr | 189 | 39 | 23 | 19 | 14 | 25 | 27 | 17 | 6 | 3 | 10 | 23 | | 84 | 170 | 15 | 3 | 6 | 9 | 10 | 20 | 3 | 37 | 103 | 37.7 | 80 | 69 | 21 | | | | 55 | 42 | 6 | | | |
| Blackshear High School | 7 | P | 138 | 12 | 5 | 5 | 1 | 2 | 19 | 7 | 6 | | 4 | 2 | | 29 | 67 | | | | | 3 | | | 3 | 6 | 8.2 | 26 | 25 | 16 | | | | 6 | | | | | |
| *Blythe High School | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Brunswick | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Glynn Academy | 8 | P | 337 | 36 | 12 | 12 | 4 | 4 | 33 | 3 | 15 | 6 | 10 | 19 | 3 | 96 | 185 | | | | | | 9 | 3 | 4 | 16 | 7.9 | 67 | 71 | 47 | | | | 13 | 3 | | | | |
| Cairo High School | 7 | P | 150 | 23 | 0 | 0 | 4 | 8 | 13 | 3 | 9 | | 11 | 18 | 11 | 22 | 92 | 6 | | 3 | | 6 | 3 | 3 | 4 | 25 | 21.3 | 13 | 9 | 70 | | | | 19 | 3 | 3 | | | |
| Calhoun High School | 7 | P | 129 | 23 | 12 | 9 | 5 | 5 | 28 | 11 | 21 | | 6 | 9 | 9 | 56 | 140 | | | | | 9 | 10 | | 6 | 25 | 15.1 | 56 | 66 | 18 | | | | 16 | 9 | | | | |
| Canton High School | 7 | P | 154 | 24 | 9 | 7 | 1 | 1 | 15 | 12 | 9 | 3 | 12 | 7 | 3 | 60 | 121 | | | | | 6 | | | | 6 | 4.7 | 103 | 18 | | | | | 6 | | | | | |

YEAR 1926-27 — STATE GEORGIA (Cont.)

| NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory A | B | C | Outside Southern Association Territory A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory A | B | C | Outside Southern Association Territory A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Carrollton High School | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cartersville High School | 7 | P | 204 | 39 | 27 | 24 | 7 | 12 | 57 | 20 | 40 | 20 | 25 | 37 | 26 | 101 | 364 | 3 | | | 3 | 17 | 8 | 3 | 7 | 46 | 11.2 | 273 | 18 | 73 | | | | 46 | | | | | |
| Cedartown High School | 7 | P | 278 | 42 | 13 | 9 | 3 | 5 | 22 | | 4 | 3 | 18 | 15 | 8 | 62 | 132 | | | | 6 | 10 | 4 | | | 20 | 13.1 | 74 | 40 | 18 | | | | 10 | 10 | | | | |
| Cochran High School | 7 | P | 103 | 12 | 6 | 6 | 3 | 6 | 7 | 5 | 8 | | 5 | 14 | 3 | 31 | 69 | 3 | | | | 6 | 4 | 5 | 3 | 21 | 23.3 | 57 | 12 | | | | | 18 | | 3 | | | |
| College Park | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Georgia Military Academy | 7 | Pr | 300 | 46 | 33 | 30 | 16 | 31 | 62 | 22 | 35 | | 67 | 66 | 21 | 100 | 373 | 15 | 8 | 8 | | 30 | 14 | 6 | 29 | 110 | 22.8 | 349 | | | 24 | | | 102 | | | 8 | | |
| Clarksville | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9th A. & M. School | 7 | P | 131 | 19 | 6 | 5 | 2 | 6 | 12 | | | | | 5 | 5 | 22 | 50 | 3 | | 3 | | 3 | | 3 | 9 | 21 | 29.5 | 8 | 42 | | | | | 3 | 18 | | | | |
| Columbus High School | 7 | P | 700 | 108 | 53 | 53 | 17 | 26 | 146 | 43 | 89 | 30 | 109 | 96 | 39 | 252 | 804 | 12 | 6 | 6 | | 6 | 15 | 12 | 29 | 86 | 9.7 | 566 | 194 | 27 | 17 | | | 29 | 36 | 21 | | | |
| Commerce High School | 7 | P | 135 | 21 | 9 | 9 | 3 | 5 | 24 | 24 | 9 | 6 | 15 | 13 | 3 | 40 | 134 | 3 | 3 | 3 | | | 5 | | 12 | 26 | 16.2 | 77 | 57 | | | | | 11 | 15 | | | | |
| Conyers High School | 7 | P | 84 | 17 | 6 | 6 | 1 | 4 | 9 | 3 | 3 | | 6 | 22 | 3 | 43 | 89 | 3 | 3 | 3 | | 3 | | | | 12 | 11.9 | 74 | 15 | | | | | 12 | | | | | |
| Cordele High School | 7 | P | 256 | 55 | 30 | 23 | 6 | 9 | 62 | 29 | 31 | | 13 | 52 | 6 | 141 | 334 | 3 | 3 | 6 | 3 | 3 | 5 | | | 23 | 6.4 | 183 | 80 | 71 | | | | 18 | 5 | | | | |
| Covington High School | 7 | P | 142 | 33 | 18 | 18 | 3 | 4 | 41 | 35 | 15 | | 32 | 43 | | 135 | 301 | | | | | 9 | 3 | | 5 | 17 | 5.3 | 198 | 72 | 31 | | | | 17 | | | | | |
| Cuthbert High School | 7 | P | 98 | 24 | 18 | 18 | 3 | 3 | 54 | 21 | 24 | 21 | 38 | 40 | 18 | 79 | 295 | | | | | | 12 | | | 12 | 3.9 | 103 | 18 | 174 | | | | | | 12 | | | |
| Dalton High School | 7 | P | 265 | 37 | 17 | 17 | 3 | 7 | 33 | 19 | 14 | 7 | 6 | 40 | 6 | 129 | 254 | 3 | 3 | 3 | 3 | | 9 | | 3 | 24 | 8.7 | 200 | 54 | | | | | 17 | 7 | | | | |
| Dawson High School | 7 | P | 149 | 46 | 17 | 17 | 7 | 15 | 35 | 17 | 9 | | 14 | 32 | 6 | 110 | 223 | 9 | 5 | | 3 | 19 | 8 | 5 | 7 | 56 | 20. | 161 | 33 | 29 | | | | 49 | 3 | 4 | | | |
| Decatur High School | 8 | P | 348 | 32 | 23 | 23 | 12 | 20 | 42 | 46 | 27 | 20 | 39 | 30 | 11 | 70 | 293 | 15 | 3 | 3 | 4 | 19 | 6 | | 7 | 57 | 16.3 | 232 | 26 | 35 | | | | 54 | | 3 | | | |
| Dublin High School | 7 | P | 350 | 62 | 25 | 25 | 6 | 13 | 64 | 25 | 21 | 25 | 20 | 49 | | 185 | 389 | 9 | 6 | 3 | | | | 7 | 13 | 38 | 9. | 275 | 83 | 14 | | | 17 | 9 | 15 | 14 | | | |
| Elberton High School | 7 | P | 221 | 42 | 20 | 20 | 8 | 12 | 51 | 20 | 30 | 3 | 18 | 33 | 21 | 110 | 286 | 2 | 3 | 6 | | 8 | 13 | | 8 | 40 | 12.2 | 187 | 78 | 21 | | | | 26 | 6 | 8 | | | |
| Fitzgerald High School | 7 | P | 277 | 41 | 22 | 22 | 5 | 7 | 42 | 29 | 12 | 4 | 21 | 60 | 3 | 197 | 368 | | 3 | | | 15 | | 3 | 10 | 31 | 7.9 | 299 | 18 | 51 | | | | 31 | | | | | |
| Fort Valley High School | 7 | P | 182 | 34 | 20 | 20 | 3 | 5 | 56 | 29 | 5 | 2 | 19 | 45 | 12 | 149 | 317 | | | | 1 | | 7 | | 4 | 12 | 3.6 | 197 | 120 | | | | | 9 | 3 | | | | |
| Gainesville | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gainesville High School | 7 | P | 365 | 70 | 45 | 34 | 12 | 22 | 75 | 38 | 66 | 3 | 30 | 52 | 50 | 149 | 463 | 12 | 12 | 8 | | 6 | 11 | 9 | 6 | 64 | 12.1 | 231 | 232 | | | | | 21 | 43 | | | | |
| Riverside Military Academy | 7 | Pr | 451 | 91 | 53 | 46 | 32 | 67 | 116 | 25 | 51 | | 68 | 41 | 36 | 182 | 519 | 35 | 15 | 15 | | 63 | 41 | 26 | 45 | 240 | 31.6 | 475 | | 21 | 23 | | | 225 | | 6 | 9 | | |
| Graymount Summit | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Emanuel County Institute | 7 | P | 150 | 48 | 15 | 13 | 7 | 11 | 27 | 6 | 18 | | 12 | 62 | | 58 | 183 | 12 | | 3 | 1 | 12 | | 3 | 5 | 36 | 16.4 | 47 | | 136 | | | | 7 | | 29 | | | |
| Greensboro High School | 7 | P | 138 | 30 | 15 | 15 | 7 | 7 | 23 | 25 | 12 | | 17 | 36 | 6 | 104 | 223 | 6 | | | 1 | 8 | | 10 | 2 | 26 | 10.4 | 161 | 47 | 15 | | | | 23 | 3 | | | | |

# GEORGIA—*(Continued)*

| YEAR 1926-27 STATE GEORGIA — NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Griffin High School | 7 | P | 351 | 62 | 20 | 15 | 4 | 5 | 33 | 9 | 15 | | 33 | 42 | 10 | 96 | 238 | | 10 | 3 | | 3 | | | | 16 | 6.3 | 189 | 35 | 14 | | | | 3 | 9 | 4 | | | |
| Hartwell High School | 7 | P | 182 | 44 | 6 | 6 | 0 | 0 | 9 | 6 | 6 | 6 | 15 | 8 | 3 | 43 | 96 | | | | | | | | | | 0. | 65 | 16 | 15 | | | | | | | | | |
| Hawkingsville High School | 7 | P | 135 | 18 | 13 | 9 | 3 | 6 | 21 | 8 | | | 6 | 23 | | 72 | 130 | 3 | 5 | | | | 6 | 3 | 5 | 24 | 15.6 | 130 | | | | | | 24 | | | | | |
| Jackson High School | 7 | P | 115 | 26 | 7 | 7 | 2 | 3 | 9 | 3 | | | 6 | 16 | | 77 | 111 | 3 | | | | | | | 15 | 18 | 13.9 | 96 | 15 | | | | | 15 | 3 | | | | |
| LaGrange High School | 7 | P | 403 | 70 | 37 | 37 | 13 | 25 | 98 | 58 | 36 | 22 | 75 | 71 | 9 | 162 | 531 | 18 | 9 | | 11 | 12 | 11 | 6 | 11 | 78 | 12.8 | 338 | 193 | | | | | 72 | | | 6 | | |
| Lavonia High School | 7 | P | 109 | 10 | 5 | 5 | 1 | 1 | 9 | 6 | 3 | 3 | 3 | 8 | | 57 | 89 | | | | | | | | 3 | 3 | 3.2 | 59 | 30 | | | | | | 3 | | | | |
| Locust Grove Institute | 7 | Pr | 163 | 35 | 33 | 32 | 12 | 19 | 78 | 38 | 47 | 9 | 47 | 66 | 14 | 108 | 407 | 9 | 12 | 3 | | 6 | 13 | 3 | 12 | 58 | 12.5 | 108 | 30 | 195 | | | | 25 | 3 | 30 | | | |
| Macon | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lanier Boys High School | 7 | P | 483 | 71 | 45 | 45 | 10 | 13 | 122 | 47 | 44 | 19 | 75 | 96 | 38 | 170 | 711 | 6 | 11 | .. | | 6 | 7 | 6 | 7 | 43 | 5.7 | 711 | | | | | | 43 | | | | | |
| Lanier Girls High School | 7 | P | 562 | 132 | 62 | 50 | 5 | 8 | 146 | 59 | 69 | 69 | 11 | 73 | 45 | 277 | 769 | | 3 | 6 | 3 | | | 3 | 8 | 23 | 2.9 | 646 | 123 | | | | | 23 | | | | | |
| *Madison High School | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Manchester High School | 7 | P | 120 | 11 | 1 | 1 | 1 | 1 | 3 | | | | 3 | 3 | | 2 | 11 | | 3 | | | | | | | 3 | 21.4 | | 11 | | | | | | 3 | | | | |
| Marietta High School | 7 | P | 345 | 48 | 23 | 23 | 8 | 20 | 33 | 9 | 25 | 10 | 24 | 61 | 12 | 132 | 306 | 6 | | 11 | 6 | 8 | 14 | 14 | 12 | 71 | 18.9 | 268 | 29 | 9 | | | | 62 | 3 | 6 | | | |
| *Metter High School | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Milledgeville | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Georgia Military College | 7 | Pr | 274 | 33 | 17 | 16 | 16 | 23 | 30 | 3 | 6 | 5 | 34 | 5 | 7 | 56 | 146 | 13 | 21 | 6 | | 23 | 24 | 20 | 4 | 116 | 44.2 | 143 | | 4 | | | | 107 | | 9 | | | |
| Monroe High School | 7 | P | 112 | 20 | 11 | 11 | 6 | 9 | 17 | 10 | 19 | 3 | 26 | 13 | 6 | 36 | 141 | 3 | 11 | 3 | | 3 | 8 | 3 | | 31 | 18. | 110 | 31 | | | | | 28 | 3 | | | | |
| Moultrie High School | 7 | P | 336 | 59 | 27 | 25 | 5 | 9 | 57 | 17 | 31 | 6 | 9 | 56 | 24 | 193 | 392 | 6 | 3 | | | 5 | 7 | 3 | 2 | 26 | 6.2 | 300 | 48 | 26 | 18 | | | 20 | | 6 | | | |
| Mount Berry | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The Berry Schools | 7 | Pr. | 416 | 79 | 24 | 24 | 9 | 14 | 56 | 29 | 34 | 9 | 43 | 46 | 14 | 116 | 347 | 3 | | 8 | | 26 | 11 | | 3 | 51 | 12.9 | 127 | | 206 | | 14 | | 33 | | 18 | | | |
| Mt. Vernon | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Brewton Parker High School | 7 | Pr | 160 | 34 | 11 | 9 | 3 | 5 | 17 | 8 | 18 | 5 | 15 | 13 | 3 | 48 | 127 | 3 | | | | 2 | | 8 | | 13 | 9.2 | 84 | 43 | | | | | 10 | 3 | | | | |
| Newnan High School | 7 | P | 313 | 59 | 25 | 22 | 6 | 7 | 36 | 6 | 9 | | 23 | 67 | 3 | 227 | 371 | 3 | | 6 | | 3 | 4 | 6 | 9 | 31 | 7.7 | 371 | | | | | | 31 | | | | | |
| Norman Park | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Norman Institute | 7 | Pr | 128 | 25 | 8 | 8 | 5 | 9 | 23 | 13 | 6 | 5 | 19 | 12 | 3 | 22 | 104 | 3 | 3 | | | 3 | 9 | | 18 | 36 | 25.7 | 79 | 10 | 15 | | | | 31 | 5 | | | | |
| Oxford | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Emory University Academy | 7 | Pr | 187 | 37 | 28 | 28 | 13 | 19 | 69 | 60 | 14 | 10 | 4 | 40 | 16 | 118 | 370 | | 18 | 8 | | 18 | 31 | 3 | 5 | 83 | 18.3 | 355 | | 15 | | | | 83 | | | | | |

# GEORGIA—*(Continued)*

| YEAR 1926-27 STATE GEORGIA (Cont.) NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Quitman High School | 7 | P | 205 | 33 | 13 | 12 | 5 | 13 | 25 | | 16 | 3 | 7 | 23 | 7 | 73 | 153 | 9 | 6 | 3 | 9 | 6 | 6 | 3 | | 42 | 21.5 | 96 | 10 | 47 | | | | 36 | 6 | | | | |
| Rome | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High School | 7 | P | 547 | 66 | 27 | 24 | 3 | 5 | 57 | 59 | 48 | 8 | 36 | 40 | 6 | 130 | 390 | 5 | 5 | | | 11 | | | 3 | 24 | 5.8 | 327 | 48 | 15 | | | | 24 | | | | | |
| Darlington High School | 7 | Pr | 120 | 24 | 22 | 22 | 12 | 22 | 55 | 33 | 14 | 8 | 57 | 49 | 9 | 82 | 308 | 9 | 11 | 8 | | 21 | 13 | 6 | 8 | 76 | 19.8 | 287 | | | 21 | | | 70 | | | 6 | | |
| Savannah | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Benedictine High School | 8 | Pr | 143 | 29 | 14 | 11 | 6 | 10 | 37 | 6 | 12 | 8 | 25 | 8 | 3 | 50 | 149 | 4 | 3 | | | 6 | 20 | 3 | 6 | 42 | 21.9 | 133 | 16 | | | | | 26 | | | 16 | | |
| The Pape School | 7 | Pr | 54 | 3 | 2 | 1 | 0 | 0 | 3 | | | | | | 3 | 12 | 18 | | | | | | | | | | 0. | | 18 | | | | | | | | | | | |
| Senior High School | 8 | P | 925 | 213 | 97 | 88 | 22 | 39 | 240 | 77 | 137 | 44 | 182 | 132 | 68 | 486 | 1366 | 13 | 13 | 3 | 4 | 27 | 51 | 9 | 28 | 148 | 9.7 | 968 | 252 | 81 | 35 | | 33 | 128 | 9 | 8 | | | 3 |
| Thomasville High School | 7 | P | 250 | 48 | 25 | 22 | 2 | 3 | 50 | 40 | 26 | 16 | 56 | 31 | 21 | 100 | 340 | 3 | | | | 3 | | | 6 | 12 | 3.4 | 281 | | 59 | | | | 12 | | | | | |
| Thomaston | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| R. E. Lee Institute | 8 | P | 127 | 18 | 5 | 4 | 1 | 1 | 13 | 13 | 11 | | | 16 | | 4 | 57 | | | | | | 5 | | | 5 | 8. | 42 | 15 | | | | | 5 | | | | | |
| Tifton High School | 7 | P | 206 | 40 | 22 | 18 | 8 | 9 | 47 | 9 | 30 | 11 | 28 | 40 | 21 | 57 | 243 | | 3 | 3 | | 9 | 6 | 3 | 8 | 32 | 11.7 | 73 | 46 | 124 | | | | 20 | 3 | 9 | | | |
| Toccoa High School | 7 | P | 178 | 28 | 7 | 7 | 0 | 0 | 18 | 15 | 12 | | 14 | 26 | | 33 | 118 | | | | | | | | | | 0. | 19 | 82 | | 17 | | | | | | | | | |
| Valdosta High School | 8 | P | 351 | 52 | 34 | 34 | 5 | 6 | 81 | 46 | 58 | 9 | 22 | 61 | 16 | 250 | 543 | | 3 | | | 10 | 3 | 9 | | 25 | 4.4 | 203 | 14 | 326 | | | | 22 | | 3 | | | |
| Washington High School | 7 | P | 142 | 27 | 15 | 15 | 2 | 2 | 36 | 13 | 6 | 3 | 12 | 41 | | 141 | 252 | | | | | | | | 6 | 6 | 2.3 | 121 | 116 | 15 | | | | | 6 | | | | | |
| Waycross High School | 7 | P | 279 | 46 | 23 | 18 | 6 | 11 | 50 | 7 | 9 | 6 | 9 | 31 | 6 | 116 | 234 | 3 | | 23 | | 17 | 3 | 3 | 6 | 55 | 19. | 130 | 59 | 45 | | | | 49 | 6 | | | | |
| Waynesboro High School | 7 | P | 135 | 16 | 10 | 10 | 2 | 3 | 22 | 11 | 22 | 9 | 8 | 16 | 11 | 52 | 151 | 3 | | | | | 4 | | 3 | 10 | 6.2 | 104 | 47 | | | | | 10 | | | | | |
| *West Point | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Winder High School | 7 | P | 193 | 34 | 9 | 9 | 4 | 7 | 21 | 12 | 9 | 3 | 18 | 10 | 3 | 61 | 137 | 3 | 3 | | | 9 | 4 | | 6 | 25 | 15.4 | 122 | 15 | | | | | 25 | | | | | |
| TOTAL | | | 21709 | 2613 | 1968 | 1825 | 646 | 1127 | 4367 | 2139 | 2140 | 727 | 2897 | 3569 | 1059 | 9364 | 26262 | 522 | 413 | 277 | 81 | 844 | 838 | 356 | 698 | 4029 | | 17892 | 3501 | 4491 | 263 | 27 | 68 | 2931 | 375 | 666 | 50 | 4 | 3 |
| PER CENT OF TOTAL | | | | | | | | | | | | | | | | | | 10.7 | 16.1 | 11.4 | 10. | 22.5 | 19. | 25.1 | 6.9 | | 13.3 | 59.5 | 11.4 | 14.7 | .9 | .1 | .2 | 9.5 | 1.2 | 2.2 | .2 | .05 | .05 |

* Failed to submit data.

# GEORGIA—*(Continued)*

| YEAR 1926-27 STATE KENTUCKY NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Anchorage High School | 8 | P | 191 | 14 | 4 | 4 | 3 | 3 | 9 | 12 | 3 | | 11 | 8 | | 11 | 54 | 3 | | 6 | | | | | | 9 | 14.3 | 42 | | | | | 12 | 6 | | | | | 3 |
| Ashland Senior High School | 8 | P | 480 | 122 | 29 | 27 | 11 | 21 | 72 | 12 | 29 | | 29 | 85 | 19 | 133 | 379 | 11 | 6 | | | 29 | 13 | | 13 | 72 | 15.9 | 206 | 16 | 82 | 75 | | | 25 | | 12 | 35 | | |
| Beaver Dam High School | 8 | P | 125 | 17 | 3 | 2 | 0 | 0 | 6 | | | | 3 | | | 11 | 20 | | | | | | | | | | 0 | 15 | | 5 | | | | | | | | | |
| Bellevue High School | 8 | P | 167 | 32 | 5 | 3 | 2 | 4 | 9 | 3 | | 3 | 6 | 14 | | 7 | 42 | | | 3 | | 5 | | | 8 | 16 | 27.6 | 25 | | | 17 | | | 16 | | | | | |
| Berea | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Academy of Berea College | 8 | Pr | 482 | 85 | 53 | 51 | 27 | 43 | 110 | 114 | 60 | | 64 | 148 | | 171 | 667 | 7 | 27 | 6 | | 17 | 46 | | 47 | 150 | 18.3 | 538 | 24 | 3 | 52 | | | 101 | 3 | 14 | 32 | | |
| Bowling Green | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bowling Green High School | 8 | P | 345 | 55 | 32 | 25 | 9 | 18 | 91 | 26 | 36 | 6 | 23 | 37 | 3 | 107 | 329 | 17 | 8 | 9 | 6 | 9 | 8 | | 11 | 68 | 17.1 | 213 | 24 | 82 | 10 | | | 55 | | 8 | 5 | | |
| Ogden College High School | 8 | Pr | 64 | 11 | 9 | 9 | 1 | 5 | 24 | 21 | 24 | | 24 | 24 | | | 117 | 3 | | 3 | | 3 | 3 | | 3 | 15 | 11.3 | | | 117 | | | | | | 15 | | | |
| Buckhorn | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Witherspoon College H. S. | 8 | Pr | 96 | 22 | 8 | 5 | 4 | 5 | 7 | 4 | | | | 6 | 6 | 33 | 56 | 3 | 4 | | | | 5 | | 8 | 20 | 26.3 | 56 | | | | | | 20 | | | | | |
| Carlisle High School | 8 | P | 136 | 34 | 14 | 11 | 0 | 0 | 35 | 9 | 13 | | 16 | 36 | 3 | 46 | 158 | | | | | | | | | | 0. | 51 | 27 | 64 | 16 | | | | | | | | |
| Carrollton High School | 8 | P | 130 | 29 | 8 | 4 | 0 | 0 | 12 | | | 3 | 10 | 19 | 5 | 12 | 61 | | | | | | | | | | 0. | 36 | 9 | | | | 16 | | | | | | |
| Catlettsburg High School | 8 | P | 179 | 22 | 7 | 6 | 1 | 1 | 21 | 6 | 9 | | 3 | 31 | 3 | 17 | 90 | | | | | | | | 4 | 4 | 4.3 | | | 61 | 17 | 12 | | | | | | | 4 |
| Central City High School | 8 | P | 227 | 17 | 3 | 2 | 2 | 3 | 5 | | | | | 4 | | 13 | 22 | 3 | | 3 | | | | | 2 | 8 | 26.7 | 22 | | | | | | 8 | | | | | |
| Columbia and Adair Co. H. S. | 8 | P | 109 | 21 | 9 | 1 | 1 | 1 | 3 | 3 | | | 3 | 3 | | 1 | 13 | | | | | | 4 | | | 4 | 23.5 | 13 | | | | | | 4 | | | | | |
| Corbin High School | 8 | P | 193 | 14 | 7 | 7 | 1 | 2 | 26 | | 9 | 6 | 7 | 7 | 8 | 27 | 90 | | | | | 5 | 4 | | | 9 | 9. | 25 | 18 | 15 | 16 | 16 | | 9 | | | | | |
| Covington | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Holmes High School | 8 | P | 944 | 93 | 28 | 21 | 6 | 10 | 60 | 24 | 26 | 6 | 54 | 79 | 6 | 94 | 349 | 2 | 2 | 7 | | 3 | | 4 | 15 | 33 | 8.6 | 187 | | | 148 | | 14 | 9 | | | 24 | | |
| Notre Dame High School | 8 | P | 61 | 11 | 2 | 2 | 1 | 2 | | | | | | | | 3 | 3 | 2 | | | | | | | 4 | 6 | 66.6 | | | | 3 | | | | | | 6 | | |
| St. Walburg Academy | 8 | Pr | 42 | 4 | 1 | 1 | 0 | 0 | 3 | 3 | | | 3 | | | 7 | 16 | | | | | | | | | | 0. | 16 | | | | | | | | | | | |
| Villa Madonna High School | 8 | Pr | 53 | 12 | 9 | 6 | 0 | 0 | 18 | 6 | 18 | 14 | 3 | | 4 | 22 | 85 | | | | | | | | | | 0. | | | 85 | | | | | | | | | |
| Cynthiana High School | 8 | P | 202 | 36 | 16 | 11 | 1 | 1 | 35 | 30 | 3 | 16 | 24 | 23 | 3 | 33 | 167 | | | | | | 3 | | | 3 | 1.8 | 81 | 9 | 26 | | | 51 | | | 3 | | | |
| Danville High School | 8 | P | 232 | 29 | 23 | 20 | 7 | 8 | 59 | 33 | 39 | 12 | 59 | 60 | 6 | 39 | 307 | 3 | 3 | | | 2 | 11 | 6 | 3 | 28 | 8.3 | 184 | | 123 | | | | 28 | | | | | |
| Dayton High School | 8 | P | 160 | 22 | 1 | 1 | 0 | 0 | 2 | | 4 | | | 4 | 4 | 1 | 15 | | | | | | | | | | 0. | | | | 15 | | | | | | | | |
| Elizabethtown High School | 8 | P | 173 | 35 | 12 | 10 | 5 | 8 | 27 | 3 | 9 | | 8 | 23 | | 62 | 132 | 3 | | | | 5 | 10 | 6 | 8 | 32 | 19.9 | 102 | | 30 | | | | 32 | | | | | |
| Fort Thomas | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| YEAR 1926-27 STATE KENTUCKY (Cont.) NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Highlands High School | 8 | P | 175 | 38 | 17 | 15 | 2 | 2 | 40 | 29 | 24 | 2 | 9 | 66 | | 48 | 219 | | | | | 8 | | | | 8 | 3.5 | 32 | 9 | | 178 | | | | | | 8 | | |
| Frankfort High School | 8 | P | 249 | 49 | 19 | 15 | 5 | 7 | 40 | 3 | 17 | 6 | 15 | 35 | 15 | 73 | 204 | 6 | 4 | 3 | | 6 | 3 | | | 22 | 9.7 | 136 | 9 | 59 | | | | 19 | | 3 | | | |
| Franklin High School | 8 | P | 170 | 24 | 3 | 3 | 2 | 2 | 10 | 4 | 6 | 5 | | 10 | | 10 | 45 | | 3 | | | 5 | | | | 8 | 15.1 | 34 | | 11 | | | | 3 | | 5 | | | |
| Fulton High School | 8 | P | 282 | 29 | 16 | 11 | 3 | 5 | 34 | 6 | 16 | 3 | 11 | 30 | 9 | 52 | 163 | 3 | | | | 8 | 5 | | | 16 | 8.9 | 104 | 18 | 25 | 16 | | | 16 | | | | | |
| Georgetown High School | 8 | P | 595 | 32 | 21 | 21 | 14 | 25 | 45 | 27 | | 18 | 41 | 50 | 3 | 75 | 259 | 18 | 6 | | 12 | 12 | 18 | 3 | 2 | 71 | 21.5 | 247 | | 12 | | | | 68 | | 3 | | | |
| Glasgow High School | 8 | P | 200 | 20 | 5 | 2 | 0 | 0 | 6 | | 3 | 3 | | 10 | 3 | 10 | 35 | | | | | | | | | | 0. | 35 | | | | | | | | | | | |
| Greenville High School | 8 | P | 221 | 34 | 12 | 9 | 0 | 0 | 27 | 12 | 9 | 11 | 19 | 17 | | 51 | 146 | | | | | | | | | | 0. | 62 | | 46 | 38 | | | | | | | | |
| Harlan High School | 6 | P | 277 | 26 | 14 | 14 | 7 | 11 | 34 | 18 | 12 | 4 | 17 | 47 | 3 | 49 | 184 | 6 | | | | 8 | 10 | 9 | 2 | 35 | 15.9 | 157 | | 13 | 14 | | | 32 | | 3 | | | |
| Hazard High School | 6 | P | 166 | 16 | 4 | 4 | 2 | 3 | 14 | 7 | | | 3 | 10 | 3 | 10 | 47 | 3 | | | | | 3 | 3 | 1 | 10 | 17.5 | 26 | 9 | 12 | | | | 10 | | | | | |
| Hickman High School | 8 | P | 125 | 15 | 6 | 5 | 1 | 2 | 16 | 10 | 3 | 8 | 11 | 10 | | 15 | 73 | | | | 3 | | 2 | | 4 | 10 | 12. | 6 | 15 | 36 | 16 | | | 10 | | | | | |
| Hopkinsville High School | 8 | P | 453 | 51 | 28 | 23 | 5 | 5 | 65 | 47 | 24 | 12 | 36 | 68 | | 77 | 349 | | | | | 6 | 8 | | 2 | 16 | 4.3 | 174 | | 143 | 32 | | | 8 | | 8 | | | |
| Horse Cave High School | 6 | P | 110 | 22 | 8 | 8 | 0 | 0 | 28 | | 15 | 3 | 6 | 17 | 6 | 43 | 118 | | | | | | | | | | 0. | 95 | | 23 | | | | | | | | | |
| La Center | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ballard County High School | 8 | P | 98 | 14 | 6 | 5 | 0 | 0 | 16 | 3 | 3 | 3 | 9 | 19 | | 30 | 83 | | | | | | | | | | 0. | | | 83 | | | | | | | | | |
| Lancaster High School | 8 | P | 136 | 16 | 9 | 9 | 4 | 6 | 34 | 6 | 6 | | 2 | 28 | 3 | 37 | 116 | 3 | | 3 | | | 6 | 9 | | 21 | 15.3 | 49 | 9 | 56 | | | | 15 | | 6 | | | |
| Lebanon City High School | 6 | P | 135 | 32 | 9 | 8 | 4 | 4 | 25 | 17 | 9 | | 15 | 32 | | 17 | 115 | | 3 | 3 | | | 3 | | 3 | 12 | 9.4 | 115 | | | | | | 12 | | | | | |
| Leitchfield High School | 8 | P | 141 | 29 | 11 | 9 | 1 | 1 | 26 | 7 | 9 | 3 | 20 | 27 | | 47 | 139 | | | | | | 5 | | | 5 | 3.4 | 116 | 9 | 14 | | | | 5 | | | | | |
| Lexington | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hamilton College Prep. School | 8 | Pr | 85 | 29 | 20 | 17 | 8 | 15 | 35 | 29 | 12 | | 4 | 36 | | 88 | 204 | 9 | 3 | 3 | | 3 | 25 | 8 | 4 | 55 | 21.2 | 124 | | 69 | 11 | | | 27 | | 23 | 5 | | |
| Sayre College High School | 8 | Pr | 50 | 8 | 8 | 7 | 2 | 2 | 21 | 15 | 9 | | 13 | 11 | 3 | 24 | 96 | | | 3 | | 2 | | | | 5 | 4.9 | 27 | 26 | 43 | | | | 2 | | 3 | | | |
| Picadome High School | 8 | P | 205 | 13 | 7 | 4 | 3 | 11 | 3 | | | | | | 3 | 21 | 27 | 9 | | | | 27 | 10 | | 10 | 56 | 67.4 | 27 | | | | | | 56 | | | | | |
| Senior High School | 6 | P | 596 | 188 | 137 | 102 | 47 | 77 | 216 | 59 | 30 | 21 | 239 | 310 | 21 | 591 | 1487 | 98 | | 9 | 4 | 27 | 62 | 9 | 49 | 258 | 14.8 | 144 | 7 | 14 | 17 | | | 258 | | | | | |
| St. Catherine's Academy | 8 | Pr | 60 | 15 | 8 | 8 | 5 | 8 | 15 | | | | 3 | 13 | 18 | 49 | 98 | 12 | | | | 6 | | | 2 | 20 | 16.9 | 81 | | 17 | | | | 20 | | | | | |
| University High School | 8 | Pr | 85 | 31 | 24 | 20 | 9 | 20 | 47 | 9 | 9 | | 28 | 35 | 3 | 130 | 261 | 9 | 3 | 3 | | 10 | 22 | 6 | 29 | 82 | 23.9 | 261 | | | | | | 82 | | | | | |
| Livemore High School | 7 | P | 107 | 17 | 3 | 2 | 1 | 1 | | | | | 5 | 14 | | 10 | 29 | 6 | | | | | | | 1 | 7 | 19.4 | 29 | | | | | | 7 | | | | | |
| London | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sue Bennett Memorial H. S. | 8 | Pr | 174 | 30 | 9 | 7 | 2 | 3 | 23 | 3 | 8 | | 12 | | 12 | 25 | 83 | 4 | | | | | 5 | 4 | | 13 | 13.5 | 11 | | 72 | | | | 5 | | 8 | | | |

# KENTUCKY

| YEAR 1926-27 STATE KENTUCKY (Cont.) NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory A | B | C | Outside Southern Association Territory A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory A | B | C | Outside Southern Association Territory A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Louisa High School | 8 | P | 232 | 28 | 9 | 9 | 4 | 6 | 23 | 6 | 3 | | 9 | 21 | 6 | 46 | 114 | 6 | 3 | | | | 8 | | 1 | 18 | 13.6 | 61 | | 7 | 46 | | | 12 | | 6 | | | |
| Louisville | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| J. M. Atherton High School | 8 | P | 1115 | 167 | 96 | 53 | 9 | 12 | 154 | 115 | 96 | 18 | 110 | 155 | 24 | 73 | 745 | 6 | | 18 | | 6 | | 6 | | 36 | 4.6 | 596 | 127 | 15 | 17 | | | 33 | 3 | | | | |
| du Pont Manual Training H. S. | 8 | P | 1234 | 94 | 38 | 31 | 20 | 37 | 38 | 18 | 21 | 12 | 72 | 104 | 9 | 70 | 344 | 42 | 17 | 21 | 3 | 15 | 8 | 9 | | 115 | 25.1 | 289 | | | 55 | | | 106 | | | 9 | | |
| Louisville Girls High School | 8 | P | 1718 | 123 | 66 | 30 | 9 | 18 | 82 | 36 | 39 | 27 | 53 | 90 | 10 | 54 | 391 | 12 | 6 | 18 | | 3 | 13 | 6 | 7 | 65 | 14.3 | 248 | 34 | 17 | 92 | | | 50 | 14 | | 1 | | |
| Louisville Male High School | 8 | P | 1300 | 196 | 123 | 92 | 46 | 95 | 205 | 79 | 105 | 26 | 176 | 161 | 38 | 114 | 1101 | 79 | 30 | 33 | 3 | 60 | 57 | 33 | 19 | 314 | 22.2 | 785 | 16 | 19 | 272 | 9 | | 286 | | | 22 | 6 | |
| Sacred Heart Academy | 8 | Pr | 80 | 8 | 1 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | 0. | | | | | | | | | | | | |
| Loretto High School | 8 | Pr | 45 | 6 | 3 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | 0. | | | | | | | | | | | | |
| Ky. Home School for Girls | 7 | Pr | 66 | 6 | 5 | 2 | 0 | 0 | 9 | 6 | 3 | | 8 | | 3 | .2 | 31 | | | | | | | | | | 0. | 15 | | | 16 | | | | | | | | |
| Presentation Academy | 8 | Pr | 161 | 34 | 18 | 13 | 2 | 2 | 39 | 24 | 6 | 36 | 37 | 9 | 6 | 48 | 205 | | 3 | | | 4 | | | | 7 | 3.3 | 23 | | 182 | | | | 3 | | 4 | | | |
| Ludlow High School | 8 | P | 104 | 12 | 1 | 1 | 0 | 0 | 2 | | | | 15 | 7 | | 6 | 30 | | | | | | | | | | 0. | | | | 30 | | | | | | | | |
| Lyndon | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Kentucky Military Institute | 8 | Pr | 140 | 28 | 14 | 9 | 5 | 9 | 22 | 8 | 8 | | 9 | 16 | 9 | 28 | 100 | 8 | | 3 | | 9 | | | 12 | 32 | 24.3 | 45 | 16 | | 37 | | | 22 | | | 10 | | |
| Madisonville High School | 8 | P | 300 | 43 | 14 | 11 | 4 | 9 | 25 | 10 | 7 | 3 | 26 | 12 | 3 | 56 | 142 | 8 | | 6 | | 6 | 8 | | 8 | 36 | 20.2 | 51 | 9 | 52 | | | | 25 | | 11 | | | |
| Mayfield High School | 8 | P | 399 | 39 | 12 | 9 | 1 | 2 | 22 | 17 | 3 | 3 | 28 | 15 | 3 | 62 | 153 | 3 | | | | | | | 3 | 6 | 3.7 | 68 | | 54 | 31 | | | | | | 6 | | |
| Maysville High School | 8 | P | 57 | 6 | 1 | 1 | 1 | 1 | | | | | | 5 | | 8 | 13 | 3 | | | | | | | | 3 | 18.7 | | | 13 | | | | | | 3 | | | |
| Maysville High School | 8 | P | 218 | 39 | 6 | 4 | 3 | 3 | 14 | 8 | | | | 14 | 4 | 13 | 53 | | | | | | 12 | | | 12 | 18.4 | | | | 38 | | 15 | | | | 8 | | |
| Middlesboro High School | 8 | P | 268 | 30 | 9 | 9 | 4 | 4 | 24 | 9 | 9 | 6 | 8 | 19 | 3 | 35 | 113 | 3 | 3 | | | 5 | | | 5 | 16 | 12.4 | 50 | 39 | 39 | | | | 8 | 3 | 5 | | | |
| Millersburg | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bourbon County High School | 8 | P | 102 | 9 | 3 | 2 | 1 | 1 | 6 | | | | 6 | 3 | | 9 | 24 | | 3 | | | | | | | 3 | 11.1 | 24 | | | | | | 3 | | | | | |
| Millersburg Military Institute | 8 | Pr | 75 | 10 | 9 | 9 | 7 | 16 | 15 | 5 | 6 | 3 | 11 | 24 | 3 | 23 | 90 | 12 | 3 | 6 | | 11 | 18 | 3 | 11 | 64 | 41.5 | 47 | 6 | | | | 27 | 44 | 3 | | 17 | | |
| Morganfield High School | 8 | P | 158 | 24 | 15 | 14 | 4 | 5 | 36 | 9 | 12 | 6 | 16 | 36 | 3 | 85 | 203 | 6 | | | | 5 | 3 | | 6 | 20 | 8.9 | 154 | | 49 | | | | 14 | | 6 | | | |
| Mount Sterling High School | 8 | P | 96 | 23 | 19 | 15 | 5 | 10 | 45 | 15 | 9 | 3 | 27 | 38 | 10 | 51 | 198 | 3 | 6 | | | 9 | 9 | | 5 | 32 | 13.9 | 143 | | 55 | | | | 19 | | 13 | | | |
| Murray High School | 8 | P | 209 | 44 | 32 | 33 | 7 | 7 | 99 | 18 | 21 | 9 | 79 | 131 | | 131 | 538 | 6 | | 3 | | 3 | | | 7 | 19 | 3.4 | | | 538 | | | | | | 19 | | | |
| Nazareth Academy | 8 | Pr | 77 | 16 | 9 | 8 | 1 | 1 | 30 | 11 | 6 | 12 | 6 | 2 | 2 | 55 | 125 | | | | | | | | 1 | 1 | .8 | | | 125 | | | | | | 1 | | | |
| Newport High School | 8 | P | 455 | 57 | 14 | 12 | 6 | 12 | 19 | 9 | 9 | 3 | 39 | 22 | | 83 | 184 | 13 | | | | 21 | 12 | | 7 | 53 | 22.3 | 78 | | | 106 | | | 23 | | | 30 | | |
| Nicholasville High School | 8 | P | 173 | 25 | 13 | 12 | 5 | 16 | 28 | 14 | 9 | | 17 | 32 | | 68 | 168 | 15 | | 3 | | 18 | 15 | | 10 | 61 | 26.6 | 112 | | 56 | | | | 52 | | 9 | | | |

# KENTUCKY—*(Continued)*

| YEAR 1926-27 STATE KENTUCKY (Cont.) NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
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| Owensboro High School | 8 | P | 520 | 56 | 41 | 29 | 12 | 25 | 80 | 25 | 15 | 9 | 60 | 40 | 17 | 113 | 331 | 11 | 10 | 3 | 1 | 26 | 17 | 12 | 9 | 89 | 18.9 | 161 | 83 | 93 | 44 | | | 49 | 3 | 13 | 24 | | |
| Paducah | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Augusta Tilghman High School | 8 | P | 544 | 81 | 22 | 15 | 5 | 7 | 46 | 16 | 15 | 10 | 31 | 30 | 6 | 69 | 223 | 3 | 3 | | 3 | 9 | 11 | | | 29 | 11.5 | 111 | 24 | 17 | 50 | | 21 | 19 | 10 | | | | |
| McCracken County High School | 8 | P | 133 | 21 | 12 | 12 | 0 | 0 | 33 | 6 | 9 | | 28 | 36 | | 74 | 186 | | | | | | | | | | 0. | 31 | | 155 | | | | | | | | | | |
| Paris High School | 8 | P | 261 | 69 | 38 | 31 | 14 | 26 | 73 | 19 | 21 | 6 | 26 | 59 | 24 | 169 | 397 | 18 | | | 3 | 35 | 10 | 3 | 24 | 93 | 18.9 | 298 | 53 | 31 | 15 | | | 93 | | | | | |
| Pippapass | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Knott County High School | 8 | P | 85 | 3 | 2 | 2 | 0 | 0 | 9 | 3 | | | 6 | 6 | 3 | 12 | 39 | | | | | | | | | | 0. | | | 18 | 21 | | | | | | | | | |
| Pikeville | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pikeville Academy | 8 | Pr | 145 | 24 | 9 | 9 | 4 | 6 | 25 | 8 | 15 | 6 | 6 | 25 | 3 | 30 | 118 | 3 | 4 | 3 | | 5 | | | 2 | 17 | 12.6 | 18 | | 59 | 28 | 13 | | | | 13 | 2 | 2 | |
| Pikeville High School | 8 | P | 352 | 20 | 4 | 4 | 3 | 3 | 15 | 4 | | | 3 | 10 | | 7 | 39 | | | 3 | | | 6 | | | 9 | 18.7 | 17 | 9 | 13 | | | | | | 6 | 3 | | |
| Pineville High School | 8 | P | 202 | 26 | 14 | 12 | 5 | 5 | 33 | 27 | 5 | 3 | 27 | 23 | | 54 | 172 | 3 | | | | 9 | 5 | | | 17 | 8.9 | 139 | 33 | | | | | 17 | | | | | |
| Providence High School | 8 | P | 161 | 21 | 6 | 4 | 1 | 1 | 17 | | | 3 | 6 | 16 | | 22 | 64 | | | | | | | | 2 | 2 | 3. | 31 | | 33 | | | | 2 | | | | | |
| Princeton | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Butler High School | 8 | P | 250 | 38 | 9 | 7 | 1 | 3 | 17 | 3 | 6 | 5 | 6 | 14 | 5 | 54 | 100 | | | 3 | | | 2 | | 2 | 7 | 6.5 | 58 | | 42 | | | | 7 | | | | | |
| Richmond | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Madison High School | 8 | P | 246 | 46 | 32 | 20 | 9 | 16 | 43 | 15 | 3 | | 23 | 96 | | 70 | 250 | 15 | 6 | 3 | | 12 | 15 | | 3 | 54 | 17.7 | 22 | | 228 | | | | 27 | | 27 | | | |
| Russell High School | 8 | P | 122 | 17 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | 0. | | | | | | | | | | | | | |
| Russellville High School | 8 | P | 126 | 13 | 5 | 5 | 0 | 0 | 18 | 3 | 6 | | 9 | 8 | 6 | 19 | 69 | | | | | | | | | | 0. | | 18 | 51 | | | | | | | | | | |
| St. Catherine's Acad. Springfield | 8 | P | 34 | 10 | 4 | 1 | 0 | 0 | 5 | | 3 | | | | | 5 | 13 | | | | | | | | | | 0. | | | | | | | | 13 | | | | | |
| Scottsville High School | 8 | P | 275 | 71 | 8 | 6 | 2 | 4 | 11 | 3 | 6 | | 6 | 16 | | 32 | 74 | 3 | | | | 5 | 5 | 3 | | 16 | 17.8 | 42 | | 31 | | | | 16 | | | | | |
| Shelbyville | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High School | 8 | P | 313 | 39 | 15 | 12 | 5 | 9 | 30 | 12 | 6 | 3 | 18 | 17 | 9 | 64 | 159 | 9 | 3 | | 3 | | 6 | 3 | 3 | 27 | 14.5 | 117 | | 42 | | | | 24 | | 3 | | | |
| Science Hill School for Girls | 8 | Pr | 87 | 20 | 16 | 12 | 1 | 2 | 35 | 27 | 15 | 9 | 25 | 27 | | 34 | 172 | | | | 3 | | 5 | | | 8 | 4.4 | 88 | | 24 | 60 | | | | | | 8 | | |
| Somerset High School | 8 | P | 312 | 35 | 16 | 11 | 4 | 7 | 28 | 22 | 24 | 3 | 20 | 21 | 10 | 27 | 155 | 6 | | | 3 | 3 | | 5 | 4 | 21 | 11.9 | 77 | | 32 | 46 | | | 21 | | | | | |
| Stanford High School | 9 | P | 130 | 17 | 7 | 7 | 3 | 3 | 27 | | 6 | 9 | 12 | 28 | | 23 | 105 | | 3 | | | | | | 5 | 8 | 7.1 | 62 | | 43 | | | | 3 | | 5 | | | |
| Sturgis High School | 8 | P | 200 | 32 | 17 | 15 | 4 | 5 | 44 | | 6 | 8 | 33 | 20 | | 107 | 218 | 6 | | | | 5 | | | 6 | 17 | 7.2 | 211 | | 7 | | | | 17 | | | | | |
| St. Joseph | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

# KENTUCKY—*(Continued)*

| YEAR 1926-27 / STATE KENTUCKY (Cont.) / NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory A | B | C | Outside Southern Association Territory A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory A | B | C | Outside Southern Association Territory A' | B' | C' |
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| Mt. St. Joseph Academy | 8 | Pr | 61 | 10 | 5 | 4 | 0 | 0 | 12 | 4 | | 3 | 4 | 4 | | 17 | 44 | | | | | | | | | | 0. | | | 44 | | | | | | | | | | |
| St. Vincent High School | 8 | Pr | 65 | 4 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | 0. | | | | | | | | | | | | | |
| Versailles | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Margaret Hall High School | 8 | Pr | 36 | 9 | 7 | 5 | 3 | 3 | 15 | 9 | 6 | 6 | 3 | 7 | 3 | 22 | 71 | | 3 | | | | | | 6 | 9 | 11.2 | 56 | | 15 | | | | 6 | | 3 | | | |
| Massie School | 8 | Pr | 63 | 7 | 7 | 6 | 4 | 7 | 8 | 10 | 3 | | 19 | 18 | | 19 | 77 | 9 | | | | | 15 | | 3 | 27 | 25.8 | 68 | | | 9 | | | 23 | | | 4 | | |
| Versailles High School | 8 | P | 123 | 15 | 9 | 7 | 2 | 5 | 19 | 9 | 9 | 3 | 6 | 20 | | 30 | 96 | 3 | 3 | | | | 5 | | 4 | 15 | 13.5 | 26 | | 56 | 14 | | | 4 | | 11 | | | |
| Wilmore | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bethel Academy | 8 | Pr | 220 | 40 | 24 | 17 | 2 | 2 | 41 | 12 | 23 | 6 | 9 | 31 | 22 | 81 | 225 | | 3 | | | | 5 | | | 8 | 3.4 | 10 | 215 | | | | | 5 | 3 | | | | |
| Winchester High School | 8 | P | 211 | 24 | 24 | 22 | 1 | 2 | 63 | 19 | 21 | | 28 | 24 | 27 | 68 | 250 | 4 | | 4 | | | | | | 8 | 3.1 | 67 | 126 | 23 | 34 | | | | | 8 | | | |
| TOTAL | | | 22744 | 3360 | 1570 | 1232 | 438 | 753 | 3164 | 1303 | 1103 | 429 | 2040 | 2018 | 443 | 5014 | 16614 | 561 | 184 | 194 | 47 | 490 | 566 | 150 | 410 | 2601 | | 9777 | 1050 | 3706 | 1752 | 63 | 166 | 2001 | 48 | 271 | 262 | 12 | 7 |
| PER CENT OF TOTAL | | | | | | | | | | | | | | | | | | 15.1 | 12.3 | 14.9 | 9.9 | 19.3 | 15.8 | 25.3 | 7.5 | | 13.6 | 51.1 | 5.5 | 19.3 | 9.2 | .4 | .9 | 10.4 | .2 | 1.5 | 1.4 | .05 | .03 |

# LOUISIANA

YEAR 1931-32

STATE LOUISIANA

| NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Alexandria** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bolton High School | 7 | P | 813 | 87 | 49 | 42 | 5 | 12 | 108 | 33 | 45 | 3 | 119 | 124 | 50 | 133 | 615 | 6 | | 9 | 6 | 6 | 3 | | 6 | 36 | 5.5 | 594 | | | | | 21 | 21 | 15 | | | | | |
| Amite High School | 7 | P | 150 | 32 | 8 | 6 | 4 | 4 | 21 | 9 | 15 | 3 | 20 | 23 | 6 | 24 | 121 | 3 | | | | 8 | 3 | | | 14 | 10.3 | 111 | | 10 | | | | 11 | | 3 | | | |
| Arcadia High School | 7 | P | 139 | 16 | 9 | 7 | 3 | 5 | 18 | 3 | 6 | | 14 | 34 | 6 | 22 | 103 | 3 | 3 | 3 | | 3 | 5 | | | 17 | 14.1 | 9 | 94 | | | | | 8 | 9 | | | | |
| Baker High School | 7 | P | 84 | 14 | 3 | 3 | 6 | 14 | 9 | 6 | | | 3 | 33 | | 29 | 90 | 12 | | 3 | | 14 | 18 | | 3 | 50 | 35.7 | 30 | | | | | | 50 | | | | | |
| Baskin High School | 7 | P | 90 | 12 | 8 | 7 | 0 | 0 | 24 | | 9 | | 6 | 21 | 3 | 49 | 112 | | | | | | | | | | 0. | 66 | 46 | | | | | | | | | | |
| Bastrop High School | 7 | P | 167 | 26 | 15 | 12 | 4 | 9 | 36 | 9 | 15 | 6 | 29 | 50 | 3 | 33 | 181 | | | 9 | | 2 | 10 | | 8 | 29 | 13.8 | 181 | | | | | | 29 | | | | | |
| Baton Rouge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High School | 7 | P | 451 | 125 | 72 | 64 | 36 | 54 | 169 | 71 | 51 | | 123 | 233 | 18 | 233 | 894 | 13 | 6 | 21 | | 54 | 49 | 9 | 22 | 174 | 16.2 | 879 | 15 | | | | | 166 | 8 | | | | |
| Istrouma High School | 7 | P | 110 | 12 | 7 | 7 | 5 | 9 | 19 | 12 | 9 | | 8 | 29 | | 22 | 95 | 3 | 3 | 3 | | 9 | 15 | | | 33 | 25.8 | 95 | | | | | | 33 | | | | | |
| University Demonstration School | 7 | Pr | 64 | 13 | 12 | 12 | 4 | 5 | 37 | 21 | 21 | | 21 | 25 | | 71 | 192 | 3 | | | | 9 | | | 3 | 15 | 7.2 | 192 | | | | | | 15 | | | | | |
| Bogalusa High School | 7 | P | 458 | 36 | 10 | 10 | 3 | 17 | 31 | 9 | 8 | 6 | 21 | 18 | | 47 | 150 | 9 | 3 | 9 | | 6 | 28 | 3 | 5 | 63 | 29.6 | 125 | 12 | 13 | | | | 60 | 3 | | | | |
| Boyce High School | 7 | P | 172 | 20 | 8 | 6 | 3 | 4 | 9 | 3 | 6 | | 15 | 29 | | 18 | 80 | 3 | 3 | | | 3 | 6 | | | 15 | 15.8 | 80 | | | | | | 15 | | | | | |
| Breaux Bridge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cecilia High School | 7 | P | 50 | 4 | 2 | 2 | 1 | 2 | 3 | 6 | | | 3 | 3 | 3 | 8 | 26 | 3 | | | | | 3 | | | 6 | 18.8 | 26 | | | | | | 6 | | | | | |
| Bunkie High School | 7 | P | 146 | 27 | 11 | 9 | 3 | 5 | 27 | 12 | 12 | | 15 | 26 | 4 | 29 | 125 | | | | | 3 | 15 | | 3 | 21 | 14.4 | 62 | 46 | | | | 17 | | 21 | | | | |
| Covington High School | 7 | P | 185 | 21 | 12 | 11 | 7 | 17 | 24 | 3 | 14 | | 6 | 36 | | 53 | 136 | 12 | 3 | | | 19 | 20 | 9 | 4 | 67 | 33. | 76 | 14 | 46 | | | | 64 | 3 | | | | |
| Crowley High School | 7 | P | 238 | 44 | 23 | 22 | 8 | 15 | 50 | 21 | 27 | 8 | 32 | 61 | 21 | 79 | 299 | 15 | | 6 | | 3 | 14 | 10 | 5 | 53 | 15.1 | 278 | | 1 | | 17 | | 41 | | 12 | | | |
| Delhi High School | 7 | P | 87 | 12 | 3 | 2 | 1 | 2 | 3 | | 3 | | 3 | 7 | | 12 | 28 | 3 | | | | 3 | | | | 6 | 17.6 | 23 | | | | | | 6 | | | | | |
| Denham Springs High School | 7 | P | 112 | 14 | 5 | 4 | 0 | 0 | 12 | 12 | 6 | | 12 | 20 | | 8 | 70 | | | | | | | | | | 0. | 70 | | | | | | | | | | | |
| De Quincy High School | 7 | P | 115 | 13 | 2 | 1 | 0 | 0 | 3 | | | | | 3 | | 8 | 17 | | | | | | | | | | 0. | 17 | | | | | | | | | | | |
| De Ridder High School | 7 | P | 373 | 45 | 17 | 10 | 4 | 8 | 32 | 3 | 9 | 3 | 25 | 29 | 3 | 28 | 132 | 6 | | 3 | | 6 | 7 | | 5 | 27 | 16.9 | 68 | 64 | | | | | 24 | 3 | | | | |
| Donaldsonville High School | 7 | P | 80 | 10 | 2 | 1 | 0 | 0 | 3 | 3 | | | | 3 | | 8 | 17 | | | | | | | | | | 0. | 17 | | | | | | | | | | | |
| Edgard High School | 7 | P | 67 | 15 | 4 | 4 | 3 | 6 | 6 | 3 | | | 3 | 25 | | 15 | 52 | 6 | | 3 | 3 | 2 | | | 1 | 15 | 22.4 | 52 | | | | | | 15 | | | | | |
| Elizabeth High School | 7 | P | 82 | 7 | 5 | 5 | 0 | 0 | 16 | | 12 | 3 | 14 | 3 | 12 | 22 | 92 | | | | | | | | | | 0. | 64 | 18 | | | | | | | | | | |
| Franklin High School | 7 | P | 202 | 35 | 18 | 15 | 3 | 6 | 42 | 6 | 22 | | 41 | 47 | 12 | 72 | 242 | 3 | | 3 | | 3 | 4 | 3 | 2 | 18 | 6.9 | 219 | | 23 | | | | 18 | | | | | |
| Gilbert High School | 7 | P | 91 | 6 | 5 | 5 | 4 | 9 | 3 | | 3 | | 6 | 17 | 3 | 22 | 54 | 9 | 3 | | | 7 | 4 | | 7 | 30 | 35.7 | 54 | | | | | | 30 | | | | | |

| YEAR 1926-27 STATE LOUISIANA (CONT.) NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory A | B | C | Outside Southern Association Territory A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory A | B | C | Outside Southern Association Territory A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Glenmora High School | 7 | P | 184 | 43 | 15 | 10 | 4 | 8 | 28 | 3 | 6 | | 6 | 30 | 9 | 51 | 133 | 6 | | | | 6 | 13 | | 5 | 30 | 18.4 | 73 | 25 | 35 | | | | 22 | 8 | | | | |
| Gretna | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| McDonogh-Jefferson High School | 7 | P | 180 | 28 | 0 | 0 | 2 | 5 | 18 | 9 | 9 | 9 | 11 | 15 | 6 | 7 | 94 | | | 3 | | 5 | 10 | | 4 | 22 | 20.7 | 84 | | | | | | 22 | | | | | |
| Hammond High School | 7 | P | 250 | 41 | 22 | 19 | 3 | 6 | 58 | 18 | 27 | 3 | 15 | 75 | 3 | 99 | 298 | | | | 3 | 3 | 10 | 3 | 3 | 22 | 6.9 | 39 | | 259 | | | | 11 | | 11 | | | |
| Haynesville High School | 7 | P | 276 | 32 | 16 | 13 | 6 | 19 | 25 | 3 | 13 | | 18 | 39 | 9 | 54 | 161 | 15 | | | | 15 | 25 | 6 | 10 | 71 | 30.6 | 126 | 19 | 16 | | | | 71 | | | | | |
| Homer High School | 7 | P | 207 | 23 | 16 | 15 | 6 | 11 | 45 | 12 | 9 | 3 | 20 | 47 | 6 | 72 | 214 | | | 3 | | 15 | 13 | 3 | 3 | 37 | 14.7 | 159 | 55 | | | | | 9 | 28 | | | | |
| Houma | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Terrebonne High School | 7 | P | 272 | 31 | 19 | 17 | 3 | 15 | 48 | 6 | 27 | 6 | 39 | 42 | 6 | 74 | 248 | 3 | 6 | 9 | 3 | | 18 | 3 | 9 | 51 | 17.1 | 248 | | | | | | 51 | | | | | |
| Independence High School | 7 | P | 112 | 15 | 3 | 1 | 1 | 4 | | | | | | | | 2 | 2 | 3 | | | | 5 | 5 | | 2 | 15 | 88.2 | 2 | | | | | | 15 | | | | | |
| Jeanerette High School | 7 | P | 21 | 19 | 2 | 2 | 0 | 0 | 6 | | 3 | | 6 | 6 | 3 | 11 | 35 | | | | | | | | | | 0. | 35 | | | | | | | | | | | |
| Jennings High School | 7 | P | 202 | 29 | 10 | 9 | 2 | 3 | 24 | 6 | 9 | 3 | 15 | 18 | 9 | 51 | 135 | 3 | | | | 5 | 3 | | | 11 | 7.5 | 135 | | | | | | 11 | | | | | |
| Kentwood High School | 7 | P | 159 | 19 | 8 | 8 | 4 | 8 | 22 | 3 | 22 | 9 | 9 | 8 | 10 | 16 | 99 | 3 | | 3 | | | 8 | 6 | 6 | 26 | 20.8 | 82 | | 17 | | | | 26 | | | | | |
| Kinder High School | 7 | P | 98 | 12 | 4 | 4 | 0 | 0 | 12 | | 6 | 2 | 12 | 12 | | 18 | 63 | | | | | | | | | | 0. | 63 | | | | | | | | | | | |
| Lake Arthur High School | 7 | P | 76 | 13 | 5 | 5 | 3 | 5 | 15 | 3 | 12 | 3 | 3 | 10 | 6 | 18 | 70 | | | | | 6 | 11 | | | 17 | 19.9 | 70 | | | | | | 17 | | | | | |
| Lake Charles High School | 7 | P | 505 | 88 | 25 | 24 | 10 | 18 | 61 | 36 | 44 | 6 | 51 | 68 | 16 | 61 | 343 | 6 | | 9 | | 6 | 23 | 3 | 15 | 62 | 15.2 | 253 | 55 | 35 | | | | 38 | 14 | 10 | | | |
| Lafayette High School | 7 | P | 253 | 46 | 37 | 33 | 15 | 20 | 92 | 36 | 36 | | 57 | 58 | 7 | 183 | 470 | 12 | 6 | 3 | | 6 | 34 | 3 | 6 | 70 | 12.9 | 459 | | 11 | | | | 67 | | 3 | | | |
| Lake Providence | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| East Carroll High School | 7 | P | 76 | 11 | 8 | 7 | 2 | 3 | 15 | 14 | 17 | 5 | 12 | 18 | | 23 | 104 | 3 | | 3 | | | 3 | | 6 | 15 | 12.6 | 104 | | | | | | 15 | | | | | |
| Lecompte High School | 7 | P | 146 | 13 | 7 | 7 | 1 | 1 | 21 | 3 | 6 | | 19 | 25 | 9 | 31 | 114 | | | | | | | | 2 | 2 | 1.7 | 114 | | | | | | 2 | | | | | |
| Leesville High School | 7 | P | 216 | 24 | 5 | 5 | 2 | 3 | 18 | | 9 | | 11 | 10 | 3 | 24 | 75 | | | 6 | | 3 | 3 | | | 12 | 13.8 | 61 | 14 | | | | | 9 | 3 | | | | |
| Lisbon High School | 7 | P | 85 | 9 | 5 | 3 | 0 | 0 | 9 | 3 | 3 | | 3 | 19 | | 14 | 51 | | | | | | | | | | 0. | 51 | | | | | | | | | | | |
| Mansfield High School | 7 | P | 221 | 49 | 25 | 25 | 4 | 8 | 69 | 27 | 42 | | 51 | 50 | 3 | 144 | 386 | 3 | 6 | | | 9 | 10 | 3 | | 31 | 7.4 | 180 | 30 | 144 | | | 32 | 25 | 3 | 3 | | | |
| Marksville High School | 7 | P | 140 | 21 | 16 | 15 | 5 | 7 | 42 | 24 | 12 | | 39 | 48 | 3 | 62 | 230 | 3 | | | | 9 | 8 | | 5 | 25 | 9.8 | 214 | 16 | | | | | 25 | | | | | |
| Merryville High School | 7 | P | 133 | 17 | 10 | 8 | 2 | 4 | 26 | 5 | 3 | 2 | 12 | 30 | 3 | 34 | 115 | | | 3 | | | | 7 | 4 | 14 | 10.8 | 110 | | | 5 | | | 3 | | | 11 | | |
| Minden | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Harris High School (R. #2) | 7 | P | 212 | 12 | 3 | 3 | 1 | 1 | 0 | 3 | | | 3 | 12 | | 21 | 45 | | | | | | | | 3 | 3 | 6.2 | 29 | | 16 | | | | 3 | | | | | |
| Minden High School | 7 | P | 360 | 60 | 26 | 22 | 10 | 20 | 56 | 12 | 12 | 3 | 35 | 62 | 6 | 36 | 292 | 15 | | 12 | 3 | 12 | 10 | 12 | 3 | 67 | 18.7 | 197 | 79 | | 16 | | | 61 | 6 | | | | |

# LOUISIANA—*(Continued)*

| YEAR 1926-27 / STATE LOUISIANA (cont.) / NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in College: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Monroe** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Monroe City High School | 8 | P | 216 | 52 | 36 | 33 | 5 | 7 | 74 | 35 | 27 | 6 | 49 | 53 | 12 | 122 | 393 | 3 | 3 | | | | | 3 | 12 | 21 | 5. | 245 | 66 | 20 | 62 | | | 13 | | 8 | | | |
| Ouachita Parish High School | 7 | P | 559 | 54 | 24 | 21 | 0 | 0 | 67 | 32 | 27 | 9 | 48 | 59 | 15 | 97 | 354 | | | | | | | | | | 0. | 285 | 35 | 34 | | | | | | | | | | |
| Morgan City High School | 7 | P | 176 | 27 | 10 | 10 | 2 | 5 | 29 | 9 | 6 | 3 | 6 | 27 | 9 | 60 | 149 | 3 | | | | 5 | 5 | | 8 | 21 | 12.2 | 118 | 34 | | | | | 17 | 4 | | | | |
| Napoleonville High School | 7 | P | 117 | 15 | 8 | 8 | 4 | 8 | 27 | 3 | 12 | 9 | 2 | 16 | 6 | 23 | 98 | 3 | 6 | | | 12 | 4 | | 4 | 29 | 22.9 | 98 | | | | | | 29 | | | | | |
| Natchitoches High School | 8 | P | 240 | 39 | 26 | 12 | 2 | 4 | 30 | 3 | 15 | 3 | 30 | 35 | 9 | 60 | 185 | 3 | 3 | | | 3 | 10 | | | 19 | 9.3 | 168 | 17 | | | | | 19 | | | | | |
| New Iberia High School | 7 | P | 279 | 47 | 23 | 23 | 9 | 16 | 60 | 23 | 27 | 3 | 30 | 55 | 6 | 114 | 318 | 9 | | 11 | 3 | | 16 | | 10 | 49 | 13.3 | 307 | | 11 | | | | 44 | | 3 | | | |
| New Orleans | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Holy Cross College High School | 8 | Pr | 125 | 18 | 8 | 6 | 3 | 8 | 13 | | 6 | 3 | | 17 | 6 | 26 | 71 | 6 | 3 | 3 | | | 5 | | 10 | 27 | 27.5 | 16 | 10 | | 43 | | | | 9 | | 16 | | |
| Isadore Newman Man. Tr. H. S. | 7 | Pr | 200 | 26 | 23 | 19 | 7 | 10 | 48 | 21 | 18 | 6 | 63 | 71 | 15 | 49 | 291 | 6 | 9 | 3 | | 3 | 15 | 3 | | 39 | 11.8 | 273 | | | 13 | | | 39 | | | | | |
| Jesuit High School | 8 | Pr | 492 | 59 | 36 | 26 | 15 | 37 | 69 | 13 | 34 | 35 | 58 | 35 | 33 | 50 | 327 | 18 | 6 | 3 | 7 | 51 | 60 | 6 | 8 | 189 | 32.7 | 85 | 242 | | | | | 144 | 15 | | | | |
| John McDonogh H. S. | 8 | P | 1181 | 173 | 11 | 11 | 5 | 7 | 27 | 24 | 12 | 24 | 15 | 40 | 6 | 14 | 162 | 6 | | 6 | | | 10 | | 2 | 24 | 12.9 | 162 | | | | | | 24 | | | | | |
| Miss McGehee's School | 8 | Pr | 110 | 17 | 16 | 16 | 8 | 13 | 42 | 33 | 24 | 24 | 3 | 49 | 3 | 49 | 227 | 6 | 3 | 3 | | 3 | 10 | | 6 | 31 | 12. | 227 | | | | | | 31 | | | | | |
| Miss Miller's Private School | 8 | Pr | 63 | 20 | 9 | 8 | 4 | 8 | 17 | 15 | 3 | 6 | | 10 | 9 | 44 | 104 | 9 | | | | 3 | | 6 | 4 | 22 | 17.4 | 72 | | 32 | | | | 22 | | | | | |
| New Orleans Academy | 8 | Pr | 66 | 2 | 2 | 1 | 1 | 1 | 3 | 3 | 3 | 3 | | | | | 12 | | | | | 3 | | | | 3 | 20. | 12 | | | | | | 3 | | | | | |
| Sophie B. Wright H. S. | 8 | P | 1055 | 204 | 64 | 64 | 28 | 51 | 167 | 93 | 85 | 93 | 51 | 160 | 36 | 196 | 881 | 27 | 27 | 21 | 3 | 8 | 55 | 21 | 16 | 175 | 16.8 | 637 | | 44 | | | | 175 | | 3 | | | |
| Warren Easton Boys' H. S. | 8 | P | 1508 | 230 | 130 | 112 | 64 | 136 | 261 | 52 | 84 | 18 | 245 | 369 | 117 | 251 | 1397 | 81 | 18 | 33 | 16 | 193 | 221 | 15 | 27 | 696 | 29.9 | 1208 | 172 | 17 | | | | 585 | 11 | | | | |
| New Roads | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Poydras High School | 7 | P | 78 | 13 | 10 | 10 | 4 | 11 | 24 | 12 | 12 | | 28 | 26 | 3 | 36 | 141 | 6 | 3 | 6 | | 3 | 14 | | 5 | 37 | 20.7 | 141 | | | | | | 37 | | | | | |
| Oakdale High School | 7 | P | 201 | 41 | 13 | 11 | 6 | 13 | 25 | 9 | 6 | 4 | 15 | 31 | 12 | 31 | 133 | 12 | | 9 | 2 | 8 | | | 8 | 39 | 22.6 | 103 | | 15 | | 15 | | 39 | | | | | |
| Oak Ridge High School | 7 | P | 39 | 9 | 8 | 8 | 4 | 7 | 21 | 3 | 3 | 3 | 15 | 42 | 3 | 27 | 117 | 3 | | 6 | | 2 | | | 11 | 22 | 15.9 | 84 | 33 | | | | | 19 | 3 | | | | |
| Oil City High School | 7 | P | 565 | 19 | 6 | 3 | 3 | 7 | 0 | | | | | 3 | | 6 | 15 | 3 | | 3 | | 3 | 18 | | 5 | 32 | 68.1 | 15 | | | | | | 33 | | | | | |
| Opelousas High School | 7 | P | 294 | 76 | 30 | 34 | 11 | 13 | 97 | 45 | 63 | 3 | 60 | 68 | 6 | 161 | 503 | | 6 | 6 | | 6 | 17 | 3 | 8 | 46 | 8.3 | 357 | 20 | 126 | | | | 42 | 4 | | | | |
| Patterson High School | 7 | P | 103 | 29 | 14 | 14 | 5 | 9 | 39 | | 12 | | 18 | 26 | 15 | 84 | 194 | 3 | | 3 | 3 | 5 | 18 | 3 | | 35 | 15.2 | 194 | | | | | | 35 | | | | | |
| Pelican High School | 7 | P | 74 | 7 | 2 | 1 | 1 | 2 | 3 | | | | | 5 | | 2 | 10 | | | 3 | | 3 | | | | 6 | 37.5 | | 10 | | | | | | 6 | | | | |
| Plaquemine High School | 7 | P | 143 | 23 | 10 | 10 | 3 | 6 | 30 | 12 | 25 | 3 | 15 | 23 | 3 | 31 | 142 | 6 | 3 | | | | 15 | | | 24 | 14.4 | 142 | | | | | | 24 | | | | | |
| Ponchatoula High School | 7 | P | 175 | 31 | 8 | 6 | 2 | 5 | 12 | 3 | 6 | | 3 | 31 | | 34 | 89 | 6 | 3 | | | 6 | | | | 15 | 14.4 | 65 | | 24 | | | | 6 | | 9 | | | |

# LOUISIANA—*(Continued)*

YEAR 1926-27

STATE LOUISIANA (CONT.)

| NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory A | B | C | Outside Southern Association Territory A' | B' | C | Semester Hours Failed in Colleges: In Southern Association Territory A | B | C | Outside Southern Association Territory A' | B' | C |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Rayne High School | 7 | P | 96 | 11 | 4 | 4 | 0 | 0 | 9 | 6 | 6 | | 6 | 9 | 3 | 25 | 64 | | | | | | | | | | 0. | 64 | | | | | | | | | | | |
| Rayville High School | 7 | P | 115 | 22 | 5 | 4 | 0 | 0 | 12 | 6 | 9 | | 14 | 17 | | 12 | 70 | | | | | | | | | | 0. | 19 | 37 | 15 | | | | | | | | | |
| Reserve | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Leon Godchaux High School | 7 | P | 166 | 18 | 3 | 3 | 2 | 5 | 3 | | 3 | | 3 | 9 | | 12 | 30 | 6 | | | | 5 | 5 | | 4 | 20 | 40. | 30 | | | | | | 20 | | | | | |
| St. Martinville High School | 7 | P | 122 | 22 | 7 | 7 | 3 | 3 | 18 | 9 | 6 | | | 20 | | 47 | 100 | | | 3 | | | 6 | | | 9 | 8.2 | 100 | | | | | | 9 | | | | | |
| Rosedale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Shady Grove High School | 7 | P | 68 | 17 | 2 | 2 | 2 | 4 | 3 | 3 | 3 | | 6 | 5 | | 3 | 23 | 3 | | 3 | | | 3 | | 3 | 12 | 34.2 | 23 | | | | | | 12 | | | | | |
| Shreveport | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Centenary Academy | 7 | Pr | 92 | 20 | 12 | 11 | 7 | 11 | 24 | | 29 | | 21 | 29 | 3 | 31 | 137 | 6 | 9 | | 3 | 3 | 10 | 6 | | 37 | 21.2 | 105 | | | | | 32 | 37 | | | | | |
| Shreveport High School | 7 | P | 1840 | 281 | 136 | 111 | 42 | 81 | 286 | 118 | 170 | 42 | 197 | 428 | 73 | 253 | 1567 | 39 | 30 | 30 | 3 | 62 | 79 | 12 | 31 | 286 | 15.4 | 1322 | 49 | 48 | 112 | | [illegible] | 228 | 34 | 12 | 12 | | |
| St. John's College High School | 7 | Pr | 66 | 5 | 2 | 2 | 0 | 0 | 6 | | 3 | | 3 | 13 | 3 | 3 | 31 | | | | | | | | | | 0. | 16 | | | 15 | | | | | | | | |
| Slidell High School | 7 | P | 121 | 22 | 5 | 4 | 2 | 2 | 9 | 4 | 6 | | 12 | 8 | 3 | 12 | 54 | 3 | | | | 2 | 5 | | 2 | 12 | 18.2 | 54 | | | | | | 12 | | | | | |
| Spring Hill High School | 7 | P | 126 | 19 | 6 | 6 | 1 | 1 | 21 | 11 | 9 | | 9 | 24 | | 22 | 96 | | | | | | 5 | | | 5 | 4.9 | 12 | 53 | | | 32 | | 5 | | | | | |
| Sulphur High School | 7 | P | 152 | 19 | 7 | 6 | 2 | 2 | 18 | 3 | 6 | | 6 | 29 | 12 | 23 | 97 | | | | | 11 | | | | 11 | 10.2 | 82 | | 15 | | | | 11 | | | | | |
| Summerfield High School | 7 | P | 86 | 6 | 2 | 2 | 0 | 0 | 6 | | | | 6 | 10 | | 12 | 34 | | | | | | | | | | 0. | | 34 | | | | | | | | | | |
| Tallulah High School | 7 | P | 73 | 8 | 4 | 4 | 2 | 4 | 12 | 3 | 3 | | 9 | 13 | | 15 | 55 | | | 3 | | 5 | 5 | | | 13 | 19.9 | 39 | 16 | | | | | 13 | | | | | |
| Vinton High School | 7 | P | 112 | 17 | 3 | 3 | 2 | 5 | 9 | 6 | | | | 8 | | 13 | 36 | | 3 | 3 | | 5 | 5 | | 1 | 17 | 32.1 | 36 | | | | | | 17 | | | | | |
| Vivian High School | 7 | P | 248 | 28 | 7 | 6 | 2 | 8 | 14 | | 17 | | 11 | 8 | 5 | 11 | 66 | 6 | | | | 6 | 15 | 3 | 2 | 32 | 33.6 | 50 | 16 | | | | | [illegible] | | | | | |
| Welsh High School | 7 | P | 106 | 18 | 5 | 5 | 4 | 8 | 12 | 12 | 6 | | 6 | 17 | | 7 | 60 | 3 | | 9 | | 6 | 6 | | | 24 | 28.7 | 60 | | | | | | [illegible] | | | | | |
| Whitecastle High School | 7 | P | 103 | 16 | 2 | 1 | 0 | 0 | 3 | | | | | 6 | | 9 | 18 | | | | | | | | | | 0. | 18 | | | | | | | | | | | |
| Winnsboro High School | 7 | P | 109 | 24 | 11 | 11 | 6 | 8 | 31 | 3 | 12 | 9 | 23 | 34 | 9 | 37 | 158 | 3 | 3 | 3 | 2 | 6 | 7 | | | 24 | 13.1 | 131 | 27 | | | | | 22 | 3 | | | | |
| TOTAL | | | 20781 | 3117 | 1358 | 1192 | 477 | 899 | 3097 | 1098 | 1418 | 396 | 2087 | 3579 | 699 | 4315 | 16689 | 475 | 180 | 299 | 60 | 688 | 1055 | 164 | 347 | 3266 | | 13716 | 1472 | 1030 | 273 | 64 | 154 | 2925 | 213 | 79 | 41 | | |
| PER CENT OF TOTAL | | | | | | | | | | | | | | | | | | 13.2 | 14.1 | 17.4 | 13.1 | 24.8 | 22.8 | 19. | 7.4 | | 16.4 | 66.7 | 7.4 | 5.2 | 1.3 | .3 | .7 | 14.7 | 1.1 | .4 | .2 | | |

# MISSISSIPPI

YEAR 1926-27

STATE MISSISSIPPI

| NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Aberdeen High School | 8 | P | 132 | 22 | 15 | 12 | 9 | 13 | 39 | 6 | 27 | 3 | 12 | 20 | | 52 | 159 | | | 3 | | 15 | 13 | 3 | 2 | 36 | 18.4 | 119 | 31 | 9 | | | | 34 | | 2 | | | |
| Amory High School | 8 | P | 289 | 32 | 16 | 14 | 4 | 4 | 48 | 6 | 18 | 3 | 3 | 25 | | 112 | 215 | 3 | | 3 | | 3 | | 3 | | 12 | 5.7 | 120 | 84 | | | | 11 | 12 | | | | | |
| Belzoni High School | 8 | P | 104 | 12 | 11 | 10 | 5 | 8 | 29 | 12 | 15 | | 18 | 27 | 7 | 30 | 138 | 3 | | 6 | 3 | 9 | 2 | | | 23 | 14.3 | 98 | 14 | 26 | | | | 20 | | 3 | | | |
| Biloxi High School | 8 | P | 300 | 37 | 18 | 13 | 2 | 3 | 49 | 23 | 36 | | 15 | 37 | 9 | 37 | 206 | | 3 | 3 | | | 2 | | | 8 | 3.7 | 87 | 51 | 51 | | | 17 | 8 | | | | | |
| Brookhaven High School | 8 | P | 220 | 35 | 17 | 15 | 4 | 4 | 42 | 27 | 30 | 3 | 27 | 31 | 9 | 56 | 225 | | | | | | 5 | | 4 | 9 | 3.8 | 129 | | 96 | | | | 5 | | 4 | | | |
| Canton High School | 8 | P | 137 | 21 | 17 | 16 | 5 | 7 | 49 | 18 | 27 | 9 | 24 | 51 | 7 | 47 | 232 | 3 | 3 | 6 | | 4 | 5 | | | 21 | 8.3 | 215 | 14 | 3 | | | | 20 | 1 | | | | |
| Charleston | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High School | 8 | P | 120 | 26 | 13 | 12 | 6 | 11 | 38 | 9 | 22 | | 12 | 22 | 6 | 54 | 163 | 3 | | 12 | | 9 | 2 | 3 | 3 | 32 | 16.4 | 130 | 17 | 16 | | | | 32 | | | | | |
| Tallahatchie Co. Agr. H. S. | 8 | P | 108 | 14 | 7 | 7 | 5 | 7 | 18 | | 15 | 6 | 6 | 12 | | 41 | 98 | 3 | | | | 9 | 4 | 3 | 1 | 20 | 16.9 | 98 | | | | | | 20 | | | | | |
| Clarksdale High School | 8 | P | 186 | 29 | 23 | 23 | 3 | 3 | 85 | 29 | 54 | | 24 | 48 | 22 | 72 | 334 | | | | | | 7 | 3 | | 10 | 2.9 | 244 | 52 | | 27 | | 11 | 5 | | | 5 | | |
| Cleveland Consolidated High School | 8 | P | 98 | 14 | 11 | 10 | 2 | 5 | 31 | 14 | 26 | 8 | 14 | 9 | | 43 | 145 | 7 | 4 | | | | | 4 | 6 | 21 | 12.6 | 14 | 17 | 114 | | | | | | 21 | | | |
| Columbus | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Stephen D. Lee High School | 8 | P | 380 | 50 | 30 | 26 | 9 | 17 | 94 | 31 | 51 | 9 | 12 | 86 | 18 | 43 | 344 | 3 | 3 | 15 | | 6 | 19 | 3 | | 49 | 12.4 | 330 | | | | | 14 | 49 | | | | | |
| Corinth High School | 8 | P | 205 | 28 | 11 | 10 | 4 | 8 | 39 | 6 | 20 | 6 | 6 | 25 | 9 | 35 | 146 | 3 | | 3 | 3 | 3 | 22 | | 3 | 37 | 20.2 | 133 | 13 | | | | | 37 | | | | | |
| Durant High School | 8 | P | 80 | 14 | 12 | 10 | 2 | 2 | 29 | 9 | 24 | 9 | 13 | 27 | 9 | 33 | 153 | 3 | | | | 3 | | | | 6 | 3.7 | 103 | 48 | | | | | 6 | | | | | |
| Flora High School | 8 | P | 90 | 11 | 9 | 8 | 4 | 4 | 20 | 20 | 14 | 3 | 15 | 19 | | 32 | 123 | 3 | | 6 | | | | | 1 | 10 | 7.5 | 78 | 15 | 33 | | | | 7 | | 3 | | | |
| Greenville High School | 8 | P | 230 | 26 | 13 | 9 | 2 | 2 | 26 | 14 | 17 | 9 | 20 | 19 | 7 | 20 | 132 | | | | | | | | 7 | 7 | 5. | 88 | 15 | | 12 | | 17 | 4 | | 3 | | | |
| Greenwood High School | 8 | P | 340 | 54 | 31 | 31 | 15 | 21 | 91 | 42 | 61 | 6 | 42 | 68 | 9 | 125 | 444 | 9 | 3 | 12 | | 18 | 13 | | 9 | 64 | 12.6 | 380 | 39 | 25 | | | | 55 | 9 | | | | |
| Grenada High School | 8 | P | 160 | 23 | 14 | 13 | 8 | 14 | 38 | 18 | 15 | | 30 | 3 | 6 | 53 | 163 | 9 | 6 | 3 | 4 | 3 | 3 | | 15 | 43 | 20.7 | 80 | 83 | | | | | 10 | 33 | | | | |
| Gulfport | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Gulf Coast Military Academy | 8 | Pr | 218 | 35 | 15 | 15 | 13 | 28 | 27 | 9 | 9 | | 26 | 27 | 15 | 26 | 139 | 20 | 6 | 3 | | 23 | 49 | 16 | 3 | 120 | 46.3 | 136 | | | 3 | | | 107 | | 13 | | | |
| Preparatory Dept. of Gulf Park C | 8 | Pr | 94 | 29 | 23 | 17 | 1 | 1 | 62 | 26 | 32 | | 14 | 21 | 23 | 65 | 243 | | | | | | | 4 | | 4 | 1.6 | 17 | | 134 | 78 | | 14 | | | 4 | | | |
| Gulfport High School | 8 | P | 318 | 52 | 33 | 29 | 11 | 22 | 89 | 30 | 55 | 12 | 41 | 108 | 12 | 69 | 410 | 10 | 3 | 9 | | 22 | 13 | 3 | 12 | 72 | 14.9 | 328 | 31 | 31 | 20 | | | 52 | 20 | | | | |
| Hattiesburg High School | 8 | P | 460 | 72 | 44 | 42 | 18 | 28 | 113 | 22 | 49 | 6 | 33 | 53 | 32 | 263 | 571 | 15 | 9 | 8 | | 6 | 11 | 3 | 26 | 78 | 12. | 229 | 314 | 28 | | | | 33 | 42 | 3 | | | |
| Indianola High School | 8 | P | 84 | 13 | 9 | 9 | 1 | 2 | 29 | 6 | 15 | 10 | 15 | 20 | 11 | 35 | 141 | | | | | | 2 | 3 | | 5 | 3.4 | 125 | | 16 | | | | 9 | | | | | |
| Jackson | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| YEAR 1926-27 STATE MISSISSIPPI (Cont.) NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Central High School | 8 | P | 519 | 126 | 93 | 81 | 25 | 32 | 247 | 109 | 147 | 94 | 171 | 95 | 64 | 260 | 1177 | 12 | 12 | 15 | 3 | 12 | 25 | 7 | 12 | 98 | 7.7 | 928 | 166 | 54 | 29 | | | 71 | 14 | 9 | 4 | | |
| Kosciusko High School | 8 | P | 145 | 21 | 13 | 13 | 4 | 5 | 40 | 3 | 33 | | 25 | 26 | | 72 | 199 | | 6 | 3 | | 6 | 2 | | 3 | 20 | 9.1 | 154 | 45 | | | | | 17 | 3 | | | | |
| Laurel High School | 8 | P | 417 | 70 | 34 | 31 | 13 | 18 | 88 | 27 | 51 | 27 | 46 | 82 | 25 | 116 | 462 | 12 | 9 | 3 | 3 | 10 | 10 | 6 | 2 | 55 | 10.6 | 378 | 10 | 39 | 35 | | | 41 | 6 | 8 | | | |
| Leland Consolidated High School | 3 | P | 119 | 15 | 10 | 9 | 0 | 0 | 29 | 11 | 23 | 3 | 19 | 11 | 3 | 40 | 139 | | | | | | | | | | 0. | 76 | 12 | 51 | | | | | | | | | | |
| Lexington High School | 8 | P | 106 | 15 | 8 | 7 | 4 | 12 | 13 | | 15 | | 3 | 10 | 6 | 11 | 58 | 9 | 3 | 6 | 3 | 3 | 17 | 6 | 3 | 50 | 46.3 | 58 | | | | | | 50 | | | | | |
| McComb High School | 8 | P | 430 | 104 | 52 | 52 | 22 | 34 | 156 | 54 | 111 | 24 | 67 | 131 | 45 | 156 | 744 | 16 | 9 | 3 | | 33 | 37 | 9 | 7 | 114 | 13.3 | 599 | 26 | 10 | 17 | | | 95 | 13 | 6 | | | |
| Meridian High School | 8 | P | 633 | 107 | 66 | 61 | 24 | 48 | 166 | 44 | 111 | 18 | 84 | 110 | 21 | 268 | 822 | 27 | 22 | 21 | 3 | 24 | 21 | 17 | 28 | 163 | 16.5 | 560 | 115 | 147 | | | | 122 | 29 | 12 | | | |
| Marigold High School | 8 | P | 58 | 1 | 0 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Natchez High School | 8 | P | 196 | 33 | 11 | 9 | 4 | 4 | 31 | 6 | 24 | 6 | 6 | 29 | 3 | 21 | 126 | | 6 | | | 3 | | 3 | | 12 | 8.7 | 115 | | 11 | | | | 12 | | | | | |
| New Albany High School | 8 | P | 178 | 24 | 19 | 19 | 6 | 12 | 56 | 15 | 48 | 3 | 22 | 46 | 15 | 63 | 268 | 9 | 3 | | | 3 | 20 | 3 | 3 | 41 | 13.2 | 235 | 33 | | | | | 41 | | | | | |
| Picayune High School | 8 | P | 132 | 15 | 7 | 7 | 4 | 9 | 16 | 6 | 6 | | 12 | 12 | 3 | 28 | 83 | 6 | | 3 | | 5 | 14 | 3 | 2 | 33 | 28.4 | 66 | | 17 | | | | 27 | | 6 | | | |
| Poplarville Agricultural H. S. | 8 | P | 113 | 50 | 36 | 33 | 8 | 19 | 95 | 9 | 72 | | 48 | 53 | 24 | 116 | 417 | 6 | 6 | 3 | | 12 | 23 | 3 | 11 | 64 | 13.3 | 99 | | 31 | 8 | | | 52 | | 12 | | | |
| Port Gibson | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Chamberlain Hunt Academy | 8 | Pr | 77 | 12 | 5 | 3 | 3 | 5 | 3 | 3 | | | 8 | 14 | | 7 | 35 | 6 | | 3 | | 3 | | | 2 | 14 | 28.6 | 35 | | | | | | 14 | | | | | |
| Raymond | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hinds County Agricultural H. S. | 8 | P | 315 | 50 | 35 | 31 | 6 | 6 | 91 | 18 | 78 | 18 | 46 | 70 | 42 | 127 | 490 | 3 | | 3 | 3 | 3 | 3 | | | 15 | 2.9 | 132 | 13 | 34 | 5 | | | 3 | 3 | 9 | | | |
| Rolling Fork High School | 8 | P | 55 | 3 | 1 | 1 | 0 | 0 | 3 | 3 | 3 | | | 2 | | 7 | 18 | | | | | | | | | | 0. | | 18 | | | | | | | | | | | |
| Rosedale High School | 8 | P | 46 | 8 | 3 | 3 | 1 | 1 | 10 | 6 | 9 | | 3 | 10 | 3 | 7 | 48 | | | | | | 2 | | | 2 | 4. | 48 | | | | | | 2 | | | | | |
| Ruleville High School | 8 | P | 57 | 13 | 10 | 10 | 4 | 7 | 30 | 11 | 15 | 6 | 12 | 10 | 10 | 45 | 139 | 3 | | 6 | | 6 | 7 | | | 22 | 13.6 | 95 | 16 | 20 | | | | 18 | | 4 | | | |
| Sardis High School | 8 | P | 84 | 19 | 8 | 7 | 3 | 8 | 17 | 6 | 12 | 3 | 18 | 13 | 3 | 21 | 93 | 6 | 3 | | | | 7 | 3 | 7 | 26 | 22.2 | 71 | 23 | | | | | 17 | 9 | | | | |
| Shaw High School | 8 | P | 50 | 6 | 3 | 3 | 1 | 2 | 9 | 6 | 9 | 3 | 3 | 2 | | 12 | 44 | 3 | | | | 3 | | | | 6 | 12. | 8 | 17 | 19 | | | | 6 | | | | | |
| Tupelo High School | 8 | P | 242 | 38 | 20 | 17 | 7 | 11 | 49 | 6 | 33 | 9 | 15 | 65 | 24 | 39 | 240 | 6 | | 3 | | 6 | 9 | 6 | | 30 | 11.1 | 225 | 15 | | | | | 30 | | | | | |
| Vicksburg | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Saints' High School | 8 | Pr | 54 | 20 | 18 | 16 | 3 | 5 | 37 | 35 | 31 | 12 | 23 | 11 | | 54 | 203 | 10 | | | | | 11 | | | 21 | 9.4 | 49 | 19 | 10 | 16 | | 16 | 8 | 13 | | | | |
| Vicksburg High School | 8 | P | 265 | 30 | 20 | 17 | 4 | 5 | 53 | 27 | 42 | 3 | 20 | 58 | 3 | 57 | 263 | 3 | | 3 | | 6 | 3 | | | 15 | 5.4 | 249 | | 14 | | | | 15 | | | | | |
| West Point High School | 8 | P | 184 | 40 | 25 | 23 | 7 | 13 | 87 | 36 | 46 | 3 | 15 | 59 | 6 | 67 | 319 | | 9 | 6 | 3 | | 21 | | 3 | 42 | 11.6 | 251 | 68 | | | | | 42 | | | | | |

# MISSISSIPPI—*(Continued)*

| YEAR 1926-27 / STATE MISSISSIPPI (Cont.) / NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Yazoo City High School | 8 | P | 139 | 9 | 3 | 3 | 1 | 2 | 7 | 3 | 6 | | 3 | 9 | 3 | 13 | 44 | 3 | | | | 3 | | | | 6 | 12. | 29 | | 15 | | | | 6 | | | | | |
| TOTAL | | | 10967 | 1473 | 892 | 807 | 287 | 472 | 2418 | 821 | 1557 | 324 | 1091 | 1680 | 614 | 2950 | 11365 | 227 | 128 | 173 | 28 | 274 | 404 | 117 | 175 | 1536 | | 7740 | 1433 | 1831 | 251 | 100 | 1210 | 195 | 102 | 29 | | | |
| PER CENT OF TOTAL | | | | | | | | | | | | | | | | | | 8.9 | 13.4 | 10. | 7.9 | 20. | 19.4 | 18.5 | 5.6 | | 11.9 | 60. | 11.1 | 14.2 | 1.9 | .9 | 9.4 | 1.4 | .9 | .2 | | | |

# NORTH CAROLINA

YEAR: 1926-27
STATE: NORTH CAROLINA

| NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Aberdeen High School | 7 | P | 93 | 11 | 7 | 7 | 3 | 3 | 21 | 15 | 5 | 6 | 4 | | | 63 | 114 | | | | 3 | | 3 | | 3 | 9 | 7.2 | 13 | | 101 | | | | 3 | | 6 | | | |
| Albemarle High School | 7 | P | 264 | 45 | 14 | 11 | 6 | 13 | 25 | 12 | 12 | 3 | 9 | 20 | 4 | 39 | 124 | 9 | 7 | | | 10 | 8 | | 18 | 52 | 29.8 | 88 | | 36 | | | | 41 | | 11 | | | |
| Asheville | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Acad. of St. Genevieve of Pines | 8 | Pr | 70 | 5 | 2 | 2 | 1 | 1 | 6 | 6 | 6 | | | 8 | | 4 | 30 | | | | | | | | 2 | 2 | 6.3 | | | | 30 | | | | | | 2 | | |
| Asheville High School | 7 | P | 135 | 170 | 73 | 73 | 21 | 30 | 218 | 118 | 136 | 15 | 103 | 166 | 45 | 282 | 1083 | 7 | 15 | 9 | 6 | 26 | 15 | 11 | 10 | 100 | 8.4 | 650 | | 434 | | | | 94 | | 6 | | | |
| Asheville School | 8 | Pr | 114 | 22 | 14 | 14 | 6 | 9 | 38 | 15 | 8 | 18 | 34 | 33 | 9 | 46 | 201 | 3 | 6 | 3 | 3 | 3 | | 3 | 6 | 27 | 11.8 | 20 | | | 117 | | 64 | | | | 15 | | 12 |
| *Asheville Normal School | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Badin High School | 7 | P | 97 | 27 | 12 | 8 | 3 | 9 | 18 | 8 | 3 | | 14 | 14 | 3 | 40 | 100 | 6 | 3 | 6 | | 5 | 6 | | 3 | 29 | 22.4 | 84 | 16 | | | | | 29 | | | | | |
| Boiling Springs High School | 7 | P | 224 | 53 | 24 | 21 | 11 | 24 | 53 | 28 | 9 | 15 | 21 | 32 | | 104 | 262 | 12 | 12 | 9 | 6 | 12 | 19 | | 5 | 75 | 22.2 | 121 | 12 | 129 | | | | 69 | 3 | 3 | | | |
| Burlington High School | 7 | P | 363 | 56 | 25 | 19 | 8 | 18 | 49 | 27 | 15 | 6 | 21 | 34 | 18 | 75 | 245 | 10 | | 3 | 3 | 14 | 13 | 2 | 6 | 51 | 17.2 | 69 | 111 | 65 | | | | 27 | 24 | | | | |
| Canton High School | 7 | P | 250 | 31 | 12 | 11 | 5 | 7 | 23 | 9 | 23 | 3 | 11 | 35 | | 34 | 138 | 9 | 5 | | | | 9 | 5 | 3 | 31 | 18.2 | 83 | | 55 | | | | 27 | | 4 | | | |
| Caroleen | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Henrietta-Caroleen School | 7 | P | 108 | 11 | 2 | 1 | 1 | 1 | 3 | | | | | | | 8 | 11 | | | | | | | | 2 | 2 | 15.4 | | | 11 | | | | | | 2 | | | |
| Chapel Hill High School | 7 | P | 168 | 38 | 26 | 24 | 14 | 25 | 47 | 32 | 47 | 7 | 33 | 64 | 5 | 52 | 287 | 13 | 16 | 18 | | 28 | 14 | 5 | 6 | 100 | 25.9 | 278 | 6 | | 3 | | | 88 | 9 | | 3 | | |
| Charlotte | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Central High School | 8 | P | 694 | 138 | 91 | 77 | 24 | 32 | 221 | 89 | 114 | 45 | 204 | 122 | 61 | 246 | 1104 | 14 | 15 | 6 | 6 | 22 | 15 | 16 | 15 | 109 | 8.9 | 699 | 45 | 360 | | | | 83 | 4 | 22 | | | |
| Concord High School | 7 | P | 400 | 53 | 31 | 24 | 10 | 16 | 54 | 16 | 38 | 14 | 40 | 28 | 29 | 118 | 331 | 7 | 10 | 6 | 6 | 17 | 3 | 3 | | 52 | 13.6 | 203 | | 128 | | | | 34 | | 18 | | | |
| Dunn High School | 7 | P | 225 | 20 | 11 | 9 | 6 | 8 | 25 | 11 | 17 | 6 | 12 | 8 | 3 | 24 | 106 | 5 | 6 | 3 | 3 | | 7 | | 5 | 29 | 21.5 | 106 | | | | | | 29 | | | | | |
| Durham High School | 7 | P | 691 | 44 | 30 | 30 | 16 | 27 | 85 | 74 | 41 | 13 | 54 | 47 | 5 | 64 | 383 | 11 | 9 | 6 | 5 | 21 | 21 | | 15 | 88 | 18.7 | 383 | | | | | | 88 | | | | | |
| West Durham High School | 7 | P | 250 | 36 | 19 | 11 | 8 | 19 | 20 | 12 | 9 | | 29 | 19 | 3 | 35 | 127 | 12 | 17 | 12 | | 6 | | | 12 | 59 | 31.7 | 127 | | | | | | 59 | | | | | |
| Edenton High School | 7 | P | 175 | 19 | 9 | 8 | 4 | 6 | 27 | 23 | 12 | 3 | 14 | 18 | | 13 | 104 | | | 9 | 6 | | 6 | | | 21 | 16.8 | 55 | 16 | 33 | | | | 21 | | | | | |
| Elizabeth City High School | 7 | P | 370 | 35 | 28 | 23 | 6 | 10 | 67 | 25 | 36 | 20 | 33 | 56 | 4 | 84 | 319 | 5 | 3 | 3 | 3 | 6 | 4 | 3 | 3 | 30 | 8.6 | 152 | 48 | 119 | | | | 27 | 3 | | | | |
| Elm City High School | 7 | P | 142 | 13 | 6 | 3 | 2 | 5 | 6 | 3 | 3 | | 3 | 4 | 3 | 6 | 30 | 3 | | 6 | | 3 | | 3 | | 15 | 33.3 | | | 30 | | | | | | 15 | | | |
| Farmville High School | 7 | P | 121 | 8 | 7 | 4 | 1 | 1 | 13 | 6 | 9 | | 3 | 9 | | 18 | 58 | | | | | | | | 4 | 4 | 6.4 | 26 | 32 | | | | | 4 | | | | | |
| Fayetteville High School | 7 | P | 375 | 49 | 24 | 21 | 12 | 26 | 40 | 20 | 36 | 6 | 46 | 30 | 6 | 52 | 236 | 21 | 12 | 11 | 6 | 8 | 3 | 12 | 13 | 86 | 26.7 | 181 | | 40 | 15 | | | 80 | | 6 | | | |
| Forest City | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cool Springs Township H. S. | 7 | P | 242 | 29 | 11 | 11 | 3 | 4 | 39 | 16 | 13 | 6 | 12 | 19 | 3 | 46 | 154 | | 8 | 5 | | | | 4 | | 17 | 9.9 | 67 | | 87 | | | | 10 | | 7 | | | |

# NORTH CAROLINA—*(Continued)*

YEAR 1926-27

STATE NORTH CAROLINA (cont.)

| NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory A | B | C | Outside Southern Association Territory A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory A | B | C | Outside Southern Association Territory A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Gastonia High School | 7 | P | 512 | 48 | 45 | 41 | 17 | 27 | 119 | 38 | 40 | 6 | 64 | 55 | 26 | 196 | 544 | 3 | 5 | 16 | 5 | 14 | 19 | 9 | 27 | 98 | 15.2 | 305 | 15 | 224 | | | | 91 | 3 | 4 | | | |
| Goldsboro High School | 7 | P | 363 | 63 | 42 | 30 | 11 | 23 | 86 | 46 | 62 | 9 | 32 | 51 | 9 | 101 | 396 | 7 | 15 | 6 | | 16 | 11 | | 13 | 68 | 14.6 | 262 | 77 | 57 | | | | 56 | 3 | 9 | | | |
| Greensboro Central High School | 8 | P | 907 | 135 | 113 | 90 | 38 | 66 | 215 | 116 | 129 | 22 | 109 | 161 | 41 | 381 | 1164 | 36 | 20 | 44 | 7 | 25 | 39 | 32 | 31 | 234 | 16.7 | 1032 | | 138 | | | | 219 | | 15 | | | |
| Greenville High School | 7 | P | 373 | 51 | 37 | 25 | 5 | 6 | 67 | 27 | 56 | | 42 | 64 | 3 | 129 | 388 | 3 | 3 | | | 9 | 3 | | 3 | 21 | 5.1 | 107 | 281 | | | | | 12 | 9 | | | | |
| Hamlet High School | 7 | P | 225 | 35 | 18 | 13 | 6 | 9 | 20 | 18 | 9 | | 15 | 16 | 3 | 94 | 175 | 6 | 6 | 3 | 3 | 3 | 7 | | | 23 | 13.8 | 147 | | 28 | | | | 21 | | 7 | | | |
| Henderson High School | 7 | P | 206 | 22 | 13 | 10 | 5 | 10 | 30 | 15 | 19 | 5 | 14 | 4 | 10 | 23 | 120 | 6 | 8 | 3 | | 6 | 6 | | 11 | 40 | 25. | 53 | 15 | 52 | | | | 28 | | 12 | | | |
| Hendersonville High School | 7 | P | 373 | 51 | 20 | 18 | 8 | 9 | 49 | 14 | 29 | 9 | 34 | 25 | 23 | 65 | 248 | | 3 | 5 | | 6 | 16 | 5 | | 35 | 12.3 | 191 | 16 | 41 | | | | 25 | 3 | 7 | | | |
| Blue Ridge School for Boys | 7 | Pr | 71 | 21 | 15 | 15 | 7 | 18 | 26 | 11 | 27 | 9 | 29 | 20 | 19 | 41 | 182 | 8 | 3 | | | 17 | 10 | 8 | 21 | 67 | 26.9 | 146 | 19 | 17 | | | | 67 | | | | | |
| Fassifern | 7 | Pr | 70 | 7 | 4 | 3 | 2 | 3 | 6 | 3 | 6 | | 3 | 9 | 6 | 4 | 37 | 3 | | | | 6 | | | | 9 | 19.9 | 25 | 12 | | | | | 6 | 3 | | | | |
| Hickory High School | 7 | P | 392 | 30 | 19 | 14 | 5 | 7 | 31 | 26 | 26 | 3 | 33 | 40 | 6 | 49 | 214 | 9 | 3 | | | 9 | 3 | | | 24 | 10.1 | 16 | | 167 | 12 | | 19 | 15 | | 6 | 3 | | |
| High Point High School | 7 | P | 779 | 107 | 52 | 49 | 29 | 55 | 92 | 42 | 91 | 3 | 62 | 65 | 34 | 151 | 540 | 45 | 42 | 12 | 6 | 23 | 29 | 17 | 20 | 194 | 26.4 | 225 | 10 | 289 | 16 | | | 128 | 6 | 60 | | | |
| Kinston Grainger High School | 7 | P | 392 | 40 | 26 | 22 | 6 | 7 | 66 | 36 | 48 | 3 | 25 | 58 | | 85 | 321 | | | 5 | | | 12 | | 9 | 26 | 7.5 | 154 | 134 | 17 | 16 | | | 17 | 9 | | | | |
| Laurinburg High School | 7 | P | 166 | 19 | 12 | 8 | 3 | 5 | 28 | 12 | 12 | | 18 | 15 | 3 | 45 | 133 | 3 | 3 | | | | | 3 | 4 | 13 | 8.9 | 127 | | 6 | | | | 4 | | 9 | | | |
| Lenior High School | 7 | P | 205 | 29 | 11 | 8 | 4 | 11 | 12 | | 9 | | 3 | 4 | 6 | 53 | 87 | 6 | 3 | 6 | | 3 | 12 | | 5 | 35 | 28.6 | 65 | | 22 | | | | 30 | | 5 | | | |
| Lexington High School | 7 | P | 295 | 52 | 26 | 21 | 14 | 25 | 29 | 27 | 34 | 5 | 30 | 34 | | 89 | 248 | 18 | 12 | 8 | 5 | 11 | 15 | 5 | 8 | 82 | 24.9 | 189 | 13 | 46 | | | | 72 | 3 | 6 | | | |
| Lumberton High School | 7 | P | 277 | 33 | 22 | 19 | 6 | 17 | 44 | 21 | 26 | 11 | 34 | 19 | 9 | 48 | 212 | 6 | 3 | 8 | | 19 | 15 | 3 | 12 | 66 | 23.7 | 156 | | 56 | | | | 66 | | | | | |
| Marshall High School | 7 | P | 138 | 16 | 2 | 2 | 0 | 0 | 6 | 3 | 3 | | 3 | 7 | | 10 | 32 | | | | | | | | | | 0. | 16 | | 16 | | | | | | | | | |
| Mars Hill Academy | 7 | Pr | 261 | 55 | 41 | 41 | 18 | 28 | 102 | 33 | 42 | 36 | 57 | 111 | 15 | 145 | 541 | 27 | 6 | 18 | 6 | 11 | 9 | 3 | 9 | 69 | 14.1 | 90 | | 451 | | | | 40 | | 49 | | | |
| Monroe High School | 7 | P | 263 | 41 | 32 | 17 | 11 | 19 | 44 | 20 | 25 | | 19 | 19 | 7 | 34 | 168 | 5 | 19 | 23 | 5 | 5 | 18 | 10 | 2 | 87 | 34.1 | 93 | | 75 | | | | 73 | | 14 | | | |
| Morganton High School | 7 | P | 297 | 61 | 23 | 17 | 4 | 5 | 57 | 38 | 18 | 15 | 15 | 31 | 6 | 78 | 258 | 3 | | 3 | | | 5 | | 6 | 17 | 6.1 | 220 | | 32 | | | | 12 | | 5 | | | |
| Mount Airy High School | 7 | P | 334 | 26 | 13 | 7 | 2 | 3 | 25 | 17 | 14 | 6 | 12 | 10 | | 15 | 99 | | | | | 3 | 5 | | 2 | 10 | 9.1 | 84 | | 15 | | | | 10 | | | | | |
| North Wilkesboro High School | 7 | P | 148 | 24 | 10 | 9 | 6 | 11 | 15 | 12 | 12 | 6 | 8 | 26 | 9 | 21 | 109 | 10 | 3 | 6 | 1 | 6 | 3 | | | 29 | 21. | 84 | 16 | 9 | | | | 20 | | 9 | | | |
| Oak Ridge Institute | 8 | Pr | 232 | 18 | 15 | 12 | 5 | 8 | 16 | 10 | 23 | 5 | 39 | 28 | 8 | 21 | 150 | 3 | 15 | 5 | | | 10 | | 5 | 36 | 19.3 | 150 | | | | | | 36 | | | | | |
| Oxford High School | 7 | P | 227 | 28 | 16 | 16 | 10 | 24 | 32 | 9 | 17 | | 8 | 23 | 6 | 62 | 157 | 14 | 11 | 19 | 3 | 23 | 9 | 6 | 6 | 91 | 36.5 | 111 | | 46 | | | | 91 | | | | | |
| Oxford Orphanage | 7 | Pr | 89 | 17 | 12 | 11 | 3 | 6 | 28 | | 18 | | 9 | 28 | | 79 | 162 | 3 | 3 | 9 | | 3 | | | | 18 | 10. | 22 | 116 | 24 | | | | 6 | 12 | | | | |

# NORTH CAROLINA—*(Continued)*

| YEAR 1926-27 STATE NORTH CAROLINA (cont.) NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Raeford High School | 7 | P | 140 | 18 | 10 | 7 | 3 | 3 | 18 | 13 | 6 | | 19 | 26 | | 27 | 109 | 3 | | | | | | 3 | 3 | 9 | 7.7 | 59 | | 49 | | | | 6 | | 3 | | | |
| Raleigh | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High School | 7 | P | 567 | 77 | 62 | 46 | 14 | 19 | 125 | 81 | 76 | 20 | 61 | 64 | 36 | 182 | 645 | 8 | 8 | 8 | 3 | 5 | 13 | | 14 | 59 | 8.3 | 354 | 18 | 276 | | | | 55 | 1 | 3 | | | |
| St. Mary's School | 8 | Pr | 136 | 37 | 9 | 5 | 2 | 2 | 16 | 9 | 6 | 3 | 3 | 15 | 3 | 13 | 68 | | | 3 | | | 3 | | | 6 | 8.1 | 53 | | | 15 | | | 6 | | | | | |
| State School for Blind | 7 | Pr | 26 | 9 | 7 | 6 | 2 | 2 | 24 | 3 | 21 | | 10 | 4 | | 18 | 80 | | | | | 8 | | | | 8 | 9.1 | 68 | 12 | | | | | 8 | | | | | |
| *Reidsville High School | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rich Square High School | 7 | P | 99 | 21 | 16 | 16 | 2 | 4 | 47 | 14 | 39 | 6 | 16 | 39 | | 73 | 233 | 3 | | 3 | 3 | 8 | | | | 17 | 6.4 | 16 | 172 | 44 | | | | 14 | 3 | | | | |
| Roanoke Rapids High School | 8 | P | 370 | 22 | 8 | 8 | 3 | 4 | 24 | 3 | 9 | | 9 | 19 | 12 | 36 | 112 | | | | | 6 | | 5 | | 11 | 8.9 | 80 | 16 | 16 | | | | 11 | | | | | |
| Rockingham High School | 7 | P | 355 | 42 | 8 | 8 | 3 | 9 | 13 | 6 | 3 | 3 | 9 | 3 | 3 | 47 | 87 | 6 | 3 | 3 | | 3 | 7 | 3 | 9 | 34 | 28.1 | 56 | 16 | 15 | | | | 34 | | | | | |
| Rocky Mount High School | 7 | P | 518 | 55 | 38 | 28 | 8 | 15 | 76 | 45 | 33 | 3 | 60 | 46 | 3 | 123 | 389 | 5 | 8 | 8 | 3 | 9 | 7 | 3 | 6 | 49 | 11.1 | 358 | | 31 | | | | 45 | | 4 | | | |
| Rutherford College High School | 7 | P | 88 | 16 | 11 | 3 | 2 | 4 | 3 | | 3 | | | | | 19 | 25 | 3 | 5 | | | 5 | 6 | | | 19 | 43.2 | 9 | | 16 | | | | 19 | | | | | |
| Rutherfordton Spindale H. S. | 7 | P | 272 | 20 | 8 | 5 | 2 | 2 | 11 | 3 | 3 | | 3 | 6 | 6 | 38 | 70 | 3 | | | | | 5 | | | 8 | 10.2 | 38 | | 32 | | | | 8 | | | | | |
| *Salemburg - Pineland School | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Salisbury | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Boyden High School | 7 | P | 665 | 72 | 48 | 40 | 8 | 13 | 106 | 79 | 91 | 6 | 61 | 92 | 19 | 124 | 579 | 6 | 13 | 5 | | 12 | 7 | 3 | 3 | 49 | 7.8 | 262 | | 316 | | | | 32 | | 17 | | | |
| Scotland Neck High School | 7 | P | 181 | 13 | 8 | 5 | 0 | 0 | 14 | 9 | 9 | 6 | 15 | 12 | 3 | 17 | 85 | | | | | | | | | | 0. | 85 | | | | | | | | | | | | |
| Selma High School | 7 | P | 187 | 23 | 11 | 6 | 2 | 4 | 16 | 3 | 9 | | 3 | 9 | 3 | 46 | 89 | | 3 | | | | 6 | | 3 | 12 | 11.8 | 27 | 32 | 30 | | | | 2 | | 9 | | | |
| Shelby High School | 7 | P | 460 | 40 | 30 | 20 | 10 | 25 | 42 | 24 | 27 | 3 | 14 | 30 | | 72 | 212 | 19 | 11 | 8 | 8 | 9 | 18 | 8 | 12 | 92 | 30.5 | 140 | | 72 | | | | 92 | | | | | |
| Smithfield High School | 7 | P | 240 | 35 | 16 | 10 | 6 | 11 | 25 | 12 | 17 | 6 | 19 | 20 | | 26 | 125 | 3 | 8 | 9 | | 2 | 3 | 3 | 5 | 33 | 20.9 | 89 | 36 | | | | | 21 | 12 | | | | |
| Southern Pines High School | 7 | P | 100 | 20 | 6 | 4 | 1 | 1 | 12 | 3 | 9 | | 3 | 11 | 3 | 19 | 60 | | 3 | | | | | | | 3 | 4.8 | 44 | 16 | | | | | 3 | | | | | |
| Spencer High School | 7 | P | 208 | 32 | 30 | 19 | 11 | 15 | 36 | 30 | 55 | 4 | 18 | 68 | 14 | 31 | 256 | 12 | 6 | 5 | | 3 | 13 | | 12 | 51 | 16.6 | 37 | | 219 | | | | 11 | | 40 | | | |
| Statesville High School | 7 | P | 353 | 43 | 28 | 27 | 7 | 7 | 75 | 35 | 32 | 6 | 59 | 67 | 36 | 99 | 409 | | | 5 | 3 | 6 | | 8 | 3 | 25 | 5.7 | 147 | 32 | 230 | | | | 19 | 3 | 3 | | | |
| Tarboro High School | 7 | P | 155 | 32 | 22 | 18 | 12 | 23 | 32 | 23 | 31 | | 25 | 39 | 3 | 53 | 206 | 9 | 3 | 13 | | 25 | 33 | 10 | 6 | 99 | 32.4 | 192 | 14 | | | | | 97 | 2 | | | | |
| Thomasville High School | 7 | P | 200 | 25 | 11 | 10 | 5 | 8 | 20 | 10 | 14 | | 11 | 45 | 3 | 28 | 131 | 8 | | | 4 | 14 | | 3 | 9 | 38 | 22.4 | 51 | | 80 | | | | 35 | | 3 | | | |
| Warrenton High School | 7 | P | 124 | 24 | 9 | 9 | 3 | 6 | 20 | 11 | 17 | | 22 | 16 | 3 | 27 | 118 | 6 | | 3 | | 3 | 4 | | 3 | 19 | 13.8 | 60 | 58 | | | | | 12 | 6 | | | | |
| Washington High School | 7 | P | 320 | 44 | 24 | 19 | 9 | 12 | 51 | 23 | 29 | 5 | 30 | 28 | 3 | 100 | 269 | | 12 | 6 | 3 | | 5 | | 11 | 37 | 12.1 | 94 | 76 | 99 | | | | 19 | 3 | 15 | | | |
| Wilmington | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

# NORTH CAROLINA—*(Continued)*

YEAR 1926-27

STATE NORTH CAROLINA (cont.)

| NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| New Hanover High School | 8 | P | 1306 | 76 | 38 | 38 | 18 | 25 | 110 | 47 | 65 | 12 | 37 | 90 | 27 | 122 | 511 | 9 | 9 | | | 48 | 9 | | 14 | 89 | 14.8 |
| Wilson High School. | 7 | P | 350 | 34 | 24 | 12 | 6 | 12 | 36 | 15 | 21 | 3 | 12 | 7 | 7 | 43 | 144 | 6 | 3 | 3 | | 6 | 10 | | 14 | 42 | 22.5 |
| Winston Salem Salem Academy | 7 | Pr | 110 | 21 | 17 | 17 | 3 | 3 | 51 | 45 | 45 | 41 | 44 | 14 | 3 | 33 | 276 | | 3 | | 1 | 3 | | | | 7 | 2.4 |
| R. J. Reynolds High School | 7 | P | 1537 | 166 | 94 | 74 | 28 | 41 | 201 | 116 | 122 | 73 | 153 | 124 | 28 | 198 | 1015 | 12 | 10 | 10 | 21 | 34 | 27 | 12 | 26 | 152 | 13. |
| TOTAL | | | 23561 | 2259 | 1704 | 1357 | 565 | 966 | 3547 | 1621 | 2179 | 589 | 2132 | 2559 | 668 | 5089 | 18534 | 452 | 435 | 406 | 146 | 608 | 579 | 229 | 478 | 3274 | |
| PER CENT OF TOTAL | | | | | | | | | | | | | | | | | | 12.2 | 19.3 | 15.7 | 21.3 | 22.2 | 18.4 | 28.5 | 8.5 | | 15.4 |

| NAME OF SECONDARY SCHOOL | Semester Hours Passed in Colleges: In Southern Association Territory A | B | C | Outside Southern Association Territory A | B | C | Semester Hours Failed in Colleges: In Southern Association Territory A | B | C | Outside Southern Association Territory A | B | C |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| New Hanover High School | 423 | 32 | 56 | | | | 74 | | 15 | | | |
| Wilson High School. | 130 | 5 | 9 | | | | 24 | 12 | 6 | | | |
| Winston Salem Salem Academy | 276 | | | | | | 7 | | | | | |
| R. J. Reynolds High School | 906 | 42 | 51 | 16 | | | 144 | 6 | | 2 | | |
| TOTAL | 11535 | 1555 | 5090 | 240 | | 83 | 2760 | 142 | 425 | 25 | | 12 |
| PER CENT OF TOTAL | 52.6 | 7.2 | 23.3 | 1.1 | | .4 | 12.6 | .7 | 1.9 | .1 | | .06 |

*Failed to submit data.

# SOUTH CAROLINA

| YEAR 1926-27 STATE SOUTH CAROLINA NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Abbeville High School | 7 | P | 213 | 41 | 33 | 30 | 14 | 29 | 78 | 57 | 27 | 27 | 55 | 87 | | 86 | 417 | 12 | 18 | 6 | | 34 | 6 | 3 | 15 | 94 | 18.4 | 277 | 38 | 102 | | | | 70 | 13 | 9 | | | |
| Anderson Boys High School | 7 | P | 306 | 45 | 21 | 16 | 13 | 37 | 30 | 8 | 24 | 3 | 31 | 29 | | 50 | 175 | 15 | 15 | 17 | | 41 | 18 | 3 | 15 | 124 | 41.3 | 56 | 119 | | | | | 108 | 16 | | | | |
| Bamberg | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High School | 7 | P | 97 | 17 | 12 | 10 | 6 | 10 | 24 | 21 | 3 | 3 | 15 | 27 | 3 | 27 | 123 | 6 | 9 | 3 | 3 | 3 | 3 | | 1 | 28 | 18.5 | 89 | 34 | | | | | 22 | 6 | | | | |
| Carlisle School | 7 | Pr | 87 | 23 | 19 | 4 | 3 | 4 | 6 | 9 | | | 9 | 15 | | 9 | 48 | 3 | 5 | 3 | | | 5 | | | 16 | 25. | 48 | | | | | | 16 | | | | | |
| Beaufort High School | 7 | P | 150 | 19 | 12 | 11 | 6 | 21 | 26 | 13 | 21 | 3 | 14 | 17 | 3 | 29 | 126 | 9 | 13 | 6 | | 12 | 11 | 4 | 8 | 63 | 33.3 | 60 | 40 | 9 | 17 | | | 52 | | 11 | | | |
| Bennettsville High School | 7 | P | 181 | 36 | 25 | 25 | 13 | 31 | 53 | 36 | 9 | 6 | 53 | 46 | 6 | 91 | 300 | 21 | 17 | 9 | 3 | 28 | 20 | | 9 | 107 | 26.2 | 237 | 55 | 8 | | | | 78 | 22 | 7 | | | |
| Camden High School | 7 | P | 257 | 42 | 23 | 21 | 7 | 16 | 57 | 50 | 26 | 3 | 58 | 56 | 6 | 56 | 312 | 3 | 3 | 6 | | 11 | 11 | 6 | 6 | 46 | 12.8 | 275 | 37 | | | | | 45 | 1 | | | | |
| Charleston | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ashley Hall | 7 | Pr | 92 | 14 | 11 | 10 | 3 | 4 | 33 | 21 | 12 | 6 | 15 | 12 | 6 | 31 | 135 | 4 | | | | | 3 | | 5 | 12 | 8.1 | 43 | | 45 | 27 | | 20 | 9 | | 3 | | | |
| High School | 7 | P | 559 | 64 | 42 | 38 | 16 | 30 | 94 | 59 | 60 | 20 | 28 | 119 | 33 | 70 | 583 | 21 | 3 | 18 | 4 | 15 | 24 | 6 | 5 | 96 | 14.1 | 549 | 19 | | 15 | | | 93 | | | 3 | | |
| Porter Military Academy | 7 | Pr | 138 | 26 | 24 | 19 | 14 | 28 | 34 | 15 | 36 | 12 | 39 | 33 | 17 | 25 | 210 | 20 | 22 | | 9 | 6 | 34 | 8 | 7 | 106 | 33.2 | 173 | | 16 | 21 | | | 92 | | | 14 | | |
| Cheraw High School | 7 | P | 106 | 11 | 10 | 7 | 1 | 4 | 18 | 12 | 9 | 3 | 21 | 24 | | 22 | 109 | 3 | | | | 3 | 3 | 3 | | 12 | 9.9 | 75 | 17 | 17 | | | | 18 | | | | | |
| Chester High School | 7 | P | 354 | 39 | 29 | 19 | 7 | 17 | 42 | 39 | 12 | 6 | 48 | 44 | 18 | 56 | 265 | 15 | 7 | 3 | 4 | 6 | 14 | 3 | 6 | 58 | 18. | 233 | 32 | | | | | 50 | 8 | | | | |
| Clinton | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High School | 7 | P | 221 | 45 | 34 | 31 | 7 | 11 | [illegible] | 53 | 21 | 12 | 63 | 30 | | 115 | 458 | 6 | 3 | | | 14 | 6 | | 6 | 35 | 7.1 | 258 | 160 | 31 | | | 15 | 26 | 3 | 6 | | | |
| Thornwell High School | 7 | Pr | 103 | 11 | 9 | 9 | 1 | 1 | 27 | 17 | 2 | 15 | 15 | 17 | | 46 | 142 | | | | | | 3 | | | 3 | 2.1 | 29 | 81 | 32 | | | | 3 | | | | | |
| Columbia High School | 7 | P | 1320 | 144 | 98 | 90 | 24 | 37 | 243 | 131 | 166 | 50 | 159 | 221 | 56 | 331 | 1457 | 9 | 3 | 12 | | 31 | 45 | 6 | 15 | 121 | 7.6 | 1264 | 175 | 18 | | | | 118 | 3 | | | | |
| Conway High School | 7 | P | 177 | 20 | 11 | 9 | 6 | 9 | 24 | 12 | 9 | 3 | 23 | 19 | 6 | 28 | 124 | 3 | 6 | | | 3 | 6 | 3 | 4 | 25 | 16.6 | 85 | 39 | | | | | 19 | 6 | | | | |
| Darlington High School | 7 | P | 230 | 29 | 21 | 18 | 7 | 14 | 45 | 15 | 19 | 6 | 38 | 45 | | 82 | 246 | 9 | 15 | 3 | | 6 | 3 | 3 | 3 | 42 | 14.5 | 141 | 58 | 47 | | | | 30 | 6 | 6 | | | |
| Denmark High School | 7 | P | 107 | 19 | 14 | 12 | 7 | 21 | 27 | 12 | 9 | 9 | 17 | 23 | 6 | 31 | 134 | 9 | | 12 | | 27 | 16 | 3 | 4 | 71 | 34.6 | 104 | 20 | 10 | | | | 31 | 37 | 3 | | | |
| Easley High School | 7 | P | 267 | 51 | 30 | 29 | 19 | 39 | 64 | 36 | 32 | 3 | 54 | 73 | 5 | 109 | 371 | 24 | 21 | 9 | | 33 | 26 | | 10 | 123 | 24.9 | 194 | 110 | 67 | | | | 54 | 57 | 12 | | | |
| Edgefield High School | 7 | P | 101 | 13 | 11 | 11 | 6 | 8 | 27 | 13 | 6 | 6 | 13 | 32 | | 33 | 140 | 3 | 3 | 3 | 3 | 6 | | 7 | 3 | 28 | 16.7 | 53 | 64 | 23 | | | | 13 | 12 | 3 | | | |
| Florence High School | 7 | P | 470 | 65 | 45 | 38 | 14 | 25 | 102 | 60 | 53 | 6 | 76 | 111 | 9 | 154 | 555 | 3 | 14 | 3 | | 31 | 21 | | 22 | 94 | 14.5 | 422 | 103 | 27 | | | | 71 | 14 | 9 | | | |
| Gaffney High School | 7 | P | 385 | 54 | 28 | 25 | 7 | 15 | 69 | 33 | 19 | 23 | 65 | 41 | 7 | 101 | 368 | 6 | 12 | | 2 | 6 | 10 | | 5 | 41 | 10. | 116 | 36 | 216 | | | | 33 | | 8 | | | |
| Georgetown High School | 7 | P | 176 | 24 | 12 | 12 | 1 | 1 | 40 | 21 | 13 | | 29 | 26 | 4 | 66 | 202 | | | | 3 | | | | | 3 | 1.5 | 148 | 38 | 16 | | | | 3 | | | | | |
| Greenville High School | 7 | P | 817 | 150 | 66 | 64 | 37 | 77 | 163 | 73 | 42 | 30 | 155 | 139 | 4 | 221 | 838 | 27 | 79 | 3 | 9 | 47 | 50 | 3 | 22 | 240 | 22.3 | 638 | 190 | 10 | | | | 150 | 67 | 23 | | | |

# SOUTH CAROLINA—*(Continued)*

YEAR 1926-27

STATE SOUTH CAROLINA (cont.)

| NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Greenwood | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bailey Military Institute | 7 | Pr | 142 | 29 | 16 | 10 | 8 | 28 | 15 | 6 | 3 | | 5 | 6 | | 18 | 53 | 17 | 15 | 17 | | 36 | 17 | 3 | 14 | 119 | 69.2 | 31 | 22 | | | | | 103 | 16 | | | | |
| Greenwood High School | 7 | P | 456 | 63 | 50 | 41 | 16 | 36 | 105 | 79 | 74 | 18 | 102 | 80 | 5 | 120 | 533 | 19 | 21 | 12 | 3 | 30 | 23 | 3 | 4 | 115 | 16.5 | 173 | 63 | 341 | | | | 53 | 12 | 50 | | | |
| Greer High School | 7 | P | 313 | 54 | 23 | 20 | 13 | 17 | 52 | 34 | 12 | 6 | 51 | 30 | | 76 | 259 | 11 | 15 | 6 | | 3 | 9 | | 3 | 47 | 15.3 | 162 | 24 | 73 | | | | 35 | 6 | 6 | | | |
| Hartsville High School | 7 | P | 229 | 29 | 22 | 18 | 9 | 14 | 52 | 32 | 16 | 19 | 39 | 31 | 11 | 65 | 265 | 3 | | 3 | | 16 | 6 | 6 | 6 | 40 | 13.3 | 189 | 36 | 40 | | | | 21 | 4 | 15 | | | |
| Honea Path High School | 7 | P | 223 | 40 | 19 | 17 | 8 | 23 | 42 | 18 | 12 | 12 | 33 | 41 | 7 | 55 | 220 | 9 | 10 | 3 | 6 | 17 | 14 | 6 | 7 | 72 | 24.7 | 86 | 91 | 43 | | | | 45 | 18 | 9 | | | |
| Kershaw High School | 7 | P | 132 | 15 | 12 | 12 | 3 | 5 | 36 | 27 | 6 | 6 | 31 | 21 | 3 | 53 | 183 | | 3 | 3 | | 3 | 3 | | 3 | 15 | 7.6 | 110 | 40 | 33 | | | | 13 | 3 | | | | |
| Lake City High School | 7 | P | 194 | 30 | 16 | 15 | 9 | 25 | 27 | 22 | 15 | 9 | 33 | 20 | | 48 | 174 | 18 | 3 | 6 | 3 | 14 | 23 | 7 | 2 | 76 | 30.4 | 53 | 89 | 32 | | | | 62 | 14 | | | | |
| Lancaster High School | 7 | P | 266 | 35 | 21 | 20 | 7 | 14 | 48 | 21 | 27 | 6 | 69 | 45 | 12 | 72 | 300 | 12 | 12 | 3 | | 6 | 8 | 3 | 2 | 46 | 13.3 | 175 | 114 | 11 | | | | 40 | | 6 | | | |
| Latta High School | 7 | P | 127 | 20 | 13 | 11 | 7 | 15 | 18 | 18 | 3 | 12 | 12 | 10 | 7 | 40 | 120 | 15 | 7 | 3 | | 13 | 9 | | | 47 | 28.1 | 56 | 37 | 25 | | | | 19 | 21 | 7 | | | |
| Laurens High School | 7 | P | 278 | 49 | 29 | 28 | 8 | 10 | 75 | 36 | 27 | 18 | 49 | 61 | 6 | 149 | 421 | | | | | 21 | 6 | | 8 | 35 | 7.6 | 345 | 12 | 64 | | | | 28 | 7 | | | | |
| Marion High School | 7 | P | 231 | 25 | 19 | 17 | 4 | 5 | 51 | 27 | 21 | 6 | 43 | 51 | 6 | 76 | 281 | | 6 | | | 6 | | | 3 | 15 | 5. | 197 | 38 | 29 | 17 | | | 12 | | 3 | | | |
| Mullins High School | 7 | P | 187 | 22 | 19 | 19 | 5 | 16 | 51 | 34 | 24 | 3 | 56 | 31 | 25 | 55 | 279 | 6 | 9 | | 3 | 3 | 14 | 3 | 6 | 44 | 13.6 | 205 | 56 | 18 | | | | 31 | 13 | | | | |
| Newberry High School | 7 | P | 241 | 18 | 12 | 10 | 0 | 0 | 36 | 18 | 33 | 12 | 44 | 9 | 6 | 14 | 172 | | | | | | | | | | 0. | 53 | 120 | | | | | | | | | | | |
| Orangeburg High School | 7 | P | 468 | 99 | 49 | 43 | 21 | 59 | 95 | 69 | 42 | 18 | 74 | 88 | 3 | 160 | 549 | 33 | 20 | 24 | 3 | 56 | 33 | 6 | 23 | 198 | 26.5 | 363 | 169 | | 17 | | | 142 | 56 | | | | |
| Rock Hill | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High School | 7 | P | 468 | 62 | 44 | 42 | 12 | 24 | 105 | 58 | 15 | 21 | 88 | 103 | 15 | 195 | 600 | 9 | 18 | 3 | | 18 | 15 | | 9 | 72 | 10.7 | 566 | 34 | | | | | 67 | 5 | | | | |
| Winthrop Training High School | 7 | Pr | 127 | 29 | 22 | 22 | 5 | 8 | 60 | 30 | 18 | 12 | 69 | 59 | 6 | 88 | 342 | 6 | 3 | | | 3 | 7 | 3 | 1 | 23 | 6.3 | 285 | 57 | | | | | 23 | | | | | |
| St. Matthews High School | 7 | P | 136 | 25 | 16 | 10 | 4 | 9 | 21 | 12 | 12 | | 26 | 22 | 3 | 53 | 149 | 9 | 6 | | | | 12 | | 1 | 28 | 15.8 | 113 | 34 | | | | | 20 | 8 | | | | |
| Spartanburg | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Frank Evans High School | 7 | P | 944 | 102 | 83 | 67 | 22 | 30 | 177 | 159 | 42 | 78 | 179 | 123 | 22 | 210 | 990 | 24 | 15 | 3 | | 23 | 15 | | 11 | 91 | 8.5 | 912 | 61 | 17 | | | | 87 | 4 | | | | |
| Summerville High School | 7 | P | 134 | 13 | 8 | 8 | 5 | 7 | 12 | 18 | 9 | | 24 | 28 | 3 | 9 | 103 | 12 | 3 | | | | 11 | | | 26 | 20. | 70 | 33 | | | | | 14 | 12 | | | | |
| Sumter | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Boys High School | 7 | P | 216 | 38 | 29 | 23 | 10 | 27 | 60 | 31 | 39 | | 81 | 43 | 7 | 88 | 349 | 9 | 21 | 12 | | 18 | 29 | | | 89 | 20.3 | 283 | 66 | | | | | 75 | 14 | | | | |
| Girls High School | 7 | P | 238 | 57 | 35 | 35 | 11 | 23 | 102 | 84 | 6 | 12 | 93 | 93 | 3 | 159 | 552 | 6 | 12 | | 6 | 6 | 9 | | 16 | 55 | 9. | 540 | 12 | | | | | 52 | 3 | | | | |
| Union High School | 7 | P | 277 | 37 | 26 | 12 | 1 | 1 | 33 | 34 | 9 | | 33 | 27 | 4 | 34 | 194 | | | | | | 3 | | | 3 | 1. | 119 | 21 | 54 | | | | 3 | | | | | |
| Walterboro High School | 7 | P | 202 | 26 | 17 | 17 | 13 | 25 | 36 | 18 | 21 | | 44 | 30 | | 60 | 209 | 15 | 12 | 3 | | 20 | 17 | 3 | 11 | 81 | 27. | 136 | 52 | 61 | 15 | | | 55 | 18 | 8 | | | |

# SOUTH CAROLINA—*(Continued)*

| YEAR 1926-27 | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
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| STATE: SOUTH CAROLINA (cont.) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NAME OF SECONDARY SCHOOL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Winnsboro | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mount Zion Institute | 7 | P | 84 | 13 | 11 | 11 | 2 | 3 | 30 | 24 | 3 | 15 | 30 | 27 | | 38 | 167 | 3 | | 3 | | | | 3 | | 9 | 5.1 | 106 | 32 | 29 | | | | 4 | | 6 | | | |
| York High School | 7 | P | 276 | 39 | 18 | 16 | 5 | 18 | 39 | 15 | 13 | 6 | 35 | 36 | | 71 | 214 | 6 | 9 | 6 | | 13 | 13 | | 10 | 57 | 21.1 | 127 | 34 | 53 | | | | 53 | 4 | | | | |
| TOTAL | | | 13428 | 1953 | 1271 | 1102 | 451 | 931 | 2769 | 1748 | 1132 | 555 | 2646 | 2479 | 344 | 3875 | 16566 | 473 | 488 | 226 | 64 | 688 | 634 | 107 | 311 | 2991 | | 11028 | 2812 | 1562 | 122 | | 35 | 2253 | 511 | 210 | 17 | | |
| PER CENT OF TOTAL | | | | | | | | | | | | | | | | | | 14.5 | 21.7 | 16.6 | 10.3 | 20.7 | 20.3 | 23.7 | 7.4 | | 16.1 | 59.4 | 15.1 | 8.4 | .7 | | .3 | 12.1 | 2.7 | 1.2 | .1 | | |

# TENNESSEE

| YEAR 1926-27 / STATE TENNESSEE / NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
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| Athens | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tennessee Wesleyan Col. H. S. | 8 | Pr | 134 | 16 | 12 | 10 | 1 | 2 | 33 | 28 | 19 | | 31 | 27 | 3 | 26 | 167 | 3 | 5 | | | | | | | 8 | 4.5 | 36 | | 121 | | | | 8 | | | | | |
| Bartlett | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nicholas Blackwell High School | 8 | P | 158 | 17 | 6 | 6 | 3 | 7 | 15 | 6 | 9 | | 8 | 11 | | 23 | 72 | 3 | 3 | 3 | | | 7 | | 10 | 26 | 26.5 | 26 | 46 | | | | | 7 | 19 | | | | |
| Baxter | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Baxter Seminary | 8 | Pr | 94 | 12 | 3 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | | | 0. | | | | | | | | | | | | | |
| Benton | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Polk County High School | 8 | P | 197 | 29 | 4 | 4 | 2 | 2 | 3 | | 15 | 3 | 10 | 4 | | 15 | 50 | 6 | | | | | | | | 6 | 10.7 | | 12 | 38 | | | | | 3 | 3 | | | |
| Bolivar Central High School | 8 | P | 130 | 16 | 7 | 6 | 0 | 0 | 12 | 6 | 12 | | 2 | 7 | 3 | 17 | 59 | | | | | | | | | | 0. | | 43 | 16 | | | | | | | | | |
| Buntyn | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Elizabeth Messick High School | 8 | P | 239 | 27 | 14 | 14 | 6 | 10 | 36 | 24 | 18 | 4 | 6 | 44 | 9 | 46 | 187 | 6 | 3 | | | 1 | 11 | | 10 | 31 | 14.2 | 51 | 136 | | | | | 3 | 23 | | | | |
| Carthage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Smith County High School | 8 | P | 186 | 24 | 9 | 9 | 3 | 7 | 24 | 9 | 15 | 3 | 8 | 10 | 3 | 33 | 105 | 3 | 3 | | | 9 | | | 6 | 21 | 16.6 | 24 | 29 | 53 | | | | 21 | | | | | |
| Chattanooga | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| The Baylor School | 8 | Pr | 192 | 35 | 31 | 30 | 20 | 36 | 80 | 33 | 30 | 3 | 56 | 72 | 27 | 93 | 394 | 15 | 6 | 12 | | 37 | 27 | 7 | 21 | 125 | 24.1 | 381 | | | 13 | | | 119 | | | 6 | | |
| Central High School | 8 | P | 1339 | 221 | 51 | 46 | 25 | 52 | 114 | 48 | 24 | 8 | 58 | 76 | 9 | 206 | 543 | 27 | 10 | 9 | 12 | 31 | 52 | 15 | 47 | 203 | 27.2 | 444 | 49 | 28 | 22 | | | 203 | | | | | |
| Chattanooga High School, | 8 | P | 747 | 135 | 75 | 59 | 30 | 52 | 157 | 70 | 31 | 18 | 109 | 118 | 32 | 236 | 771 | 12 | 11 | 6 | | 26 | 28 | 14 | 27 | 124 | 22.8 | 674 | 19 | 49 | 29 | | | 108 | 11 | | 5 | | |
| Girls Preparatory School | 8 | Pr | 112 | 14 | 13 | 13 | 4 | 4 | 39 | 41 | 21 | 24 | 18 | 30 | 3 | 19 | 195 | 1 | | | | | | | 5 | 6 | 3. | 167 | | 15 | 13 | | | 6 | | | | | |
| The McCallie School | 8 | Pr | 315 | 62 | 56 | 53 | 19 | 32 | 138 | 56 | 80 | 15 | 146 | 102 | 37 | 231 | 805 | 20 | 12 | 3 | 9 | 8 | 23 | 6 | 34 | 115 | 12.5 | 720 | 68 | | 17 | | | 115 | | | | | |
| Clarksville High School | 7 | P | 569 | 89 | 26 | 24 | 11 | 18 | 63 | 46 | 23 | 13 | 57 | 60 | | 73 | 335 | 9 | 6 | 9 | 3 | 15 | 4 | | 16 | 62 | 15.6 | 214 | 78 | 10 | 30 | | | 52 | 7 | 3 | | | |
| Cleveland | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bradley County Central H. S. | 8 | P | 314 | 52 | 12 | 8 | 6 | 14 | 21 | 3 | 9 | | 13 | 16 | 6 | 19 | 86 | 3 | 6 | | | 17 | 16 | | 12 | 54 | 33.5 | 86 | | | | | | 54 | | | | | |
| Centenary High School | 8 | Pr | 36 | 13 | 2 | 1 | 0 | 0 | 3 | | 3 | | | | 3 | 5 | 14 | | | | | | | | | | 0. | | | 14 | | | | | | | | | |
| Collierville High School | 8 | P | 91 | 14 | 5 | 5 | 2 | 3 | 12 | 3 | 3 | 2 | 4 | 20 | 3 | 26 | 73 | 3 | | | | | 4 | | 3 | 10 | 12. | 41 | 32 | | | | | 10 | | | | | |
| Columbia | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Central High School | 8 | P | 372 | 75 | 21 | 18 | 4 | 4 | 53 | 23 | 27 | 10 | 29 | 49 | 20 | 66 | 277 | 3 | 3 | | | 6 | | | | 12 | 4.1 | 190 | | 87 | | | | 9 | | 3 | | | |
| Columbia Institute | 8 | Pr | 50 | 13 | 7 | 2 | 0 | 0 | 7 | 4 | | 3 | 3 | 5 | | 9 | 31 | | | | | | | | | | 0. | 31 | | | | | | | | | | | |

# TENNESSEE—*(Continued)*

| YEAR 1926-27 STATE TENNESSEE (Cont.) NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Columbia Military Academy | 8 | Pr | 201 | 42 | 26 | 18 | 16 | 35 | 28 | 9 | 10 | | 18 | 30 | 11 | 63 | 169 | 27 | 3 | 8 | | 20 | 36 | 3 | 23 | 120 | 41.5 | 129 | | | 40 | | | 114 | | 6 | | | |
| Jovington | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Byars Hall High School | 8 | P | 214 | 32 | 10 | 8 | 2 | 2 | 26 | 13 | 15 | | 22 | 7 | 6 | 38 | 127 | | 3 | | | | | | 3 | 6 | 4.5 | 34 | 93 | | | | | | | 6 | | | | |
| Dyersburg High School | 8 | P | 185 | 22 | 8 | 8 | 2 | 4 | 15 | 2 | 3 | 3 | 11 | 10 | 5 | 61 | 110 | 3 | | | | 2 | 4 | 3 | | 12 | 9.2 | 68 | 34 | 16 | | | | 12 | | | | | | |
| Fountain City | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Knox County Central High School | 8 | P | 518 | 60 | 24 | 24 | 10 | 16 | 69 | 36 | 33 | | 18 | 67 | 6 | 95 | 341 | 3 | | 6 | | 6 | 28 | 6 | 9 | 58 | 19.3 | 313 | 12 | 16 | | | | 55 | 3 | | | | |
| Franklin | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Battle Ground Academy | 8 | Pr | 106 | 17 | 14 | 14 | 8 | 11 | 42 | 12 | 12 | 12 | 24 | 42 | 15 | 34 | 193 | | 3 | 3 | | 13 | 12 | | 3 | 34 | 14.9 | 193 | | | | | | 34 | | | | | |
| Goodlettsville High School | 8 | P | 113 | 22 | 5 | 5 | 3 | 3 | 13 | | 6 | 3 | | 12 | | 28 | 62 | | | | | 5 | | | 13 | 18 | 22.5 | 44 | 18 | | | | | 18 | | | | | |
| Harriman High School | 8 | P | 172 | 18 | 9 | 5 | 2 | 5 | 14 | 6 | 8 | 3 | 7 | 3 | 5 | 15 | 61 | 3 | | | | 3 | 3 | | 6 | 15 | 19.7 | 27 | 18 | 16 | | | | 3 | 12 | | | | |
| Hartsville | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Trousdale County High School | 8 | P | 107 | 19 | 3 | 3 | 1 | 1 | 10 | 6 | 7 | | 3 | 3 | 4 | 10 | 43 | | | | | 4 | | | | 4 | 8.5 | 16 | | 27 | | | | | | 4 | | | | |
| Jasper | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Marion County High School | 8 | P | 157 | 34 | 14 | 12 | 4 | 10 | 21 | 8 | 9 | 15 | 17 | 30 | 3 | 55 | 158 | 9 | 8 | | | 4 | 5 | | 13 | 39 | 19.9 | 140 | | 18 | | | | 39 | | | | | |
| Science Hill H. S., Johnson City. | 8 | P | 373 | 77 | 41 | 38 | 14 | 23 | 93 | 29 | 77 | 23 | 55 | 63 | 19 | 140 | 499 | 18 | 3 | 3 | | 24 | 12 | 3 | 25 | 88 | 14.9 | 198 | 48 | 226 | 27 | | | 62 | | 23 | 3 | | |
| Kingsport High School | 8 | P | 200 | 24 | 9 | 6 | 1 | 3 | 15 | 6 | 6 | 3 | 22 | 9 | 3 | 22 | 86 | 3 | | | | | 3 | | 4 | 10 | 10.4 | 56 | | 30 | | | | 10 | | | | | |
| Knoxville High School | 7 | P | 1645 | 350 | 149 | 140 | 74 | 139 | 354 | 147 | 211 | 24 | 161 | 353 | 36 | 535 | 1821 | 65 | 24 | 48 | | 91 | 115 | 54 | 60 | 457 | 20. | 1676 | 60 | 83 | | | | 453 | 4 | | | | |
| LaFollette High School | 7 | P | 212 | 30 | 8 | 7 | 2 | 7 | 16 | 9 | 6 | | 13 | 16 | 6 | 17 | 83 | 0 | 3 | 3 | 3 | 1 | | | 3 | 19 | 22.1 | 57 | 26 | | | | | 19 | | | | | |
| Lebanon | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Castle Heights Military Academy | 8 | Pr | 42 | 8 | 7 | 7 | 5 | 11 | 15 | 6 | 2 | | 22 | 18 | 9 | 11 | 83 | 0 | 3 | | 3 | 6 | 13 | | 7 | 38 | 31.4 | 77 | | | 6 | | | 31 | | | 7 | | |
| Cumberland Univ. Prep. School | 8 | Pr | 90 | 31 | 22 | 19 | 7 | 12 | 50 | 22 | 16 | 15 | 30 | 32 | 15 | 77 | 258 | 6 | | 3 | 3 | 6 | 6 | 6 | 8 | 38 | 12.8 | 48 | | 210 | | | | 15 | | 23 | | | |
| Lenoir City High School | 8 | P | 197 | 32 | 14 | 13 | 4 | 5 | 40 | 6 | 16 | 6 | 24 | 28 | 6 | 61 | 187 | 3 | | 0 | | 5 | 4 | | | 18 | 8.8 | 138 | 12 | 37 | | | | 10 | 3 | 5 | | | |
| Madisonville | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hiwassee College High School | 8 | Pr | 89 | 11 | 8 | 8 | 3 | 4 | 30 | 10 | 5 | 5 | 15 | 15 | | 27 | 107 | 0 | | | | 10 | | | | 18 | 14.4 | | | 107 | | | | | | 18 | | | |
| Maryville High School | 8 | P | 205 | 43 | 23 | 23 | 12 | 29 | 45 | 27 | 6 | 12 | 24 | 51 | 36 | 77 | 276 | 23 | 6 | | | 16 | 21 | 6 | 14 | 88 | 24. | 264 | | 14 | | | | 85 | | 3 | | | |
| Memphis | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Central High School | 9 | P | 1766 | 276 | 119 | 99 | 29 | 53 | 268 | 137 | 164 | 43 | 206 | 186 | 61 | 326 | 1416 | 21 | 22 | 21 | 3 | 36 | 22 | 6 | 41 | 172 | 10.8 | 1114 | 119 | | 98 | 17 | 68 | 129 | 18 | | 21 | 4 | |

# TENNESSEE—*(Continued)*

| YEAR 1926-27 STATE TENNESSEE (Cont.) NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory A | B | C | Outside Southern Association Territory A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory A | B | C | Outside Southern Association Territory A' | B' | C' |
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| St. Agnes Academy | 8 | Pr | 72 | 17 | 5 | 5 | 2 | 4 | 9 | 3 | 9 | | 18 | 9 | | 11 | 64 | 6 | 3 | 3 | | | | | | 12 | 15.8 | 15 | 13 | | | | 36 | | 3 | | | | 9 |
| *Miss Hutchison's School | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| University School | 8 | Pr | 152 | 30 | 25 | 25 | 15 | 32 | 53 | 22 | 29 | 6 | 56 | 40 | 9 | 81 | 296 | 17 | 16 | 5 | 3 | 12 | 23 | 3 | 13 | 92 | 23.8 | 272 | | | 24 | | | 84 | | | 8 | | |
| South Side High School | 8 | P | 685 | 91 | 32 | 28 | 6 | 7 | 78 | 28 | 56 | 14 | 65 | 74 | 21 | 111 | 447 | 3 | 3 | | | 3 | 4 | 3 | 4 | 20 | 4.3 | 226 | 204 | | 17 | | | 9 | 11 | | | | |
| Millington Central High School | 8 | P | 132 | 13 | 7 | 7 | 5 | 7 | 18 | 3 | 12 | 3 | | 19 | 6 | 29 | 90 | 3 | 3 | 3 | | 1 | 4 | | 11 | 25 | 21.7 | 55 | 35 | | | | | 11 | 14 | | | | |
| Morristown High School | 8 | P | 432 | 62 | 26 | 25 | 12 | 24 | 70 | 33 | 27 | 15 | 38 | 39 | 6 | 88 | 316 | 6 | 14 | 6 | | 26 | 23 | 3 | 9 | 87 | 21.5 | 115 | 27 | 159 | 15 | | | 56 | 3 | 28 | | | |
| Mt. Pleasant | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HayLong High School | 8 | P | 120 | 18 | 6 | 4 | 2 | 4 | 9 | 6 | 8 | 3 | | 6 | 6 | 14 | 52 | 3 | | 1 | | 3 | 3 | | | 10 | 16.1 | 21 | | 31 | | | | 9 | | 1 | | | |
| Murfreesboro Central High School | 8 | P | 418 | 50 | 30 | 29 | 8 | 15 | 90 | 47 | 46 | 20 | 52 | 53 | 19 | 105 | 432 | 3 | 6 | 4 | | 6 | 15 | 3 | 4 | 41 | 8.6 | 98 | 112 | 207 | 15 | | | 12 | | 29 | | | |
| Nashville | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Central High School | 8 | P | 850 | 112 | 35 | 30 | 12 | 28 | 83 | 34 | 16 | 12 | 37 | 38 | 6 | 118 | 344 | 13 | 7 | | | 20 | 16 | 6 | 31 | 93 | 21.3 | 242 | | 103 | | | | 93 | | | | | |
| David Lipscomb Col. Prep. School | 8 | Pr | 126 | 28 | 21 | 20 | 2 | 2 | 81 | 20 | 28 | 4 | 32 | 88 | | 80 | 333 | | | | | | | | 7 | 7 | 2.1 | 17 | | 316 | | | | | | 7 | | | |
| Duncan College Preparatory School | 8 | Pr | 110 | 25 | 22 | 22 | 11 | 17 | 60 | 15 | 18 | 3 | 60 | 36 | 9 | 78 | 279 | 3 | 12 | | | 6 | 9 | 9 | 12 | 51 | 15.4 | 279 | | | | | | 51 | | | | | |
| Hume Fogg High School | 8 | P | 1221 | 188 | 73 | 73 | 20 | 21 | 221 | 78 | 40 | 44 | 155 | 98 | 55 | 332 | 1023 | 3 | 6 | 6 | 3 | 10 | 4 | 6 | 18 | 56 | 5.2 | 944 | | 257 | | | | 50 | | 6 | | | |
| Montgomery Bell Academy | 8 | Pr | 109 | 13 | 12 | 12 | 8 | 20 | 21 | 3 | 21 | | 15 | 13 | 6 | 49 | 128 | 15 | 6 | | | 18 | | 3 | 20 | 62 | 32.6 | 86 | | | 42 | | | 54 | | | | 8 | |
| Peabody Demonstration School | 8 | Pr | 230 | 42 | 37 | 37 | 8 | 8 | 118 | 55 | 32 | 17 | 48 | 21 | 44 | 199 | 534 | 10 | | | 1 | 3 | | | 5 | 19 | 3.4 | 431 | | 103 | | | | 13 | | 6 | | | |
| St. Cecilia Academy | 8 | Pr | 80 | 15 | 4 | 2 | 0 | 0 | 9 | 9 | 3 | | | | | 2 | 23 | | | | | | | | | | 0. | 10 | | | | | 13 | | | | | | |
| Wallace University School | 8 | Pr | 92 | 8 | 8 | 8 | 4 | 10 | 21 | 12 | 3 | 3 | 15 | 7 | 6 | 35 | 102 | | | | | 9 | 3 | | 9 | 21 | 17.1 | 74 | | 28 | | | | 9 | | | 12 | | |
| Ward Belmont High School | 8 | Pr | 228 | 73 | 59 | 53 | 15 | 23 | 166 | 128 | 60 | 26 | 67 | 137 | 20 | 128 | 732 | 16 | 9 | 9 | 1 | 15 | 4 | 7 | 9 | 70 | 8.7 | 187 | 15 | 489 | 41 | | | 26 | | 37 | 7 | | |
| Oneida High School | 8 | P | 84 | 12 | 3 | 3 | 2 | 3 | 9 | | | | 10 | 12 | | 15 | 46 | | | | | 5 | | | 6 | 11 | 19.3 | 46 | | | | | | 11 | | | | | |
| Paris | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| E. W. Grove High School | 8 | P | 355 | 47 | 13 | 13 | 5 | 9 | 35 | 13 | 3 | 10 | 29 | 19 | 6 | 65 | 180 | 6 | 6 | | | 9 | | | 7 | 28 | 13.4 | 71 | 50 | 59 | | | | 24 | | 4 | | | |
| Pleasant Hill Academy | 8 | Pr | 70 | 8 | 6 | 6 | 5 | 7 | 18 | | 3 | 3 | | 12 | | 31 | 67 | | | 6 | 3 | | 14 | 3 | | 26 | 27.9 | 11 | | 56 | | | | 8 | | 18 | | | |
| Pulaski | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Martin College High School | 8 | Pr | 53 | 16 | 14 | 14 | 2 | 3 | 33 | 33 | 36 | 3 | 28 | 9 | 13 | 42 | 197 | 3 | | 3 | | | 3 | | | 9 | 4.3 | 30 | 24 | 142 | | | | | 6 | 3 | | | |
| Ripley High School | 8 | P | 193 | 25 | 13 | 13 | 2 | 2 | 41 | 29 | 15 | 10 | 40 | 19 | 6 | 50 | 210 | | | 3 | | | | | 1 | 4 | 1.8 | 78 | 96 | 36 | | | | 3 | 1 | | | | |
| Rockwood High School | 8 | P | 136 | 25 | 9 | 9 | 2 | 2 | 24 | 3 | 9 | | 19 | 31 | 3 | 45 | 134 | | | | 3 | 3 | | | | 6 | 4.2 | 58 | 60 | 16 | | | | 3 | 3 | | | | |

# TENNESSEE—*(Continued)*

| YEAR 1926-27 STATE TENNESSEE (Cont.) NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory A | B | C | Outside Southern Association Territory A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory A | B | C | Outside Southern Association Territory A' | B' | C' |
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| Sevierville | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Murphy Collegiate Institute | 8 | Pr | 158 | 26 | 4 | 2 | 2 | 3 | 6 | | 4 | | 4 | 1 | | 10 | 25 | | | | | 15 | 6 | | | 21 | 45.6 | | | 12 | 13 | | | | | 4 | 17 | | |
| Sewanee Military Academy | 8 | Pr | 85 | 17 | 15 | 9 | 4 | 8 | 15 | 7 | 9 | | 17 | 9 | | 61 | 118 | | | | | 10 | 3 | 3 | 9 | 25 | 17.5 | 55 | | | 63 | | | 11 | | | 14 | | |
| Smithville | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pure Mountain High School | 8 | P | 79 | 5 | 1 | 1 | 0 | 0 | 4 | | | | | | 5 | 8 | 17 | | | | | | | | | | 0. | 17 | | | | | | | | | | | | |
| Smyrna High School | 8 | P | 89 | 15 | 8 | 6 | 2 | 2 | 19 | 6 | 16 | 4 | 13 | 6 | 4 | 29 | 97 | | | | | | 4 | | | 4 | 3.9 | | 19 | 59 | 19 | | | | | | 4 | | |
| Springfield High School | 8 | P | 208 | 32 | 13 | 11 | 3 | 6 | 31 | 10 | 18 | 6 | 19 | 25 | 12 | 34 | 155 | 3 | 3 | 3 | 3 | 2 | 3 | | | 17 | 9.8 | 78 | 34 | 43 | | | | 14 | | | 3 | | |
| Spring Hill | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Branham & Hughes Military Acad. | 8 | Pr | 161 | 31 | 17 | 15 | 10 | 17 | 27 | 3 | 6 | 7 | 43 | 34 | 12 | 47 | 179 | 12 | 6 | 6 | 3 | 1 | 28 | | 3 | 59 | 24.8 | 161 | | 18 | | | | 59 | | | | | |
| Sweetwater | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tennessee Military Institute | 8 | Pr | 160 | 16 | 14 | 13 | 9 | 16 | 29 | 3 | 12 | 3 | 35 | 22 | 9 | 44 | 157 | 9 | 6 | | 3 | 6 | 3 | 6 | 10 | 43 | 21.5 | 129 | | 15 | 13 | | | 43 | | | | | |
| Union City High School | 8 | P | 190 | 28 | 10 | 6 | 2 | 3 | 15 | 9 | 3 | 12 | 16 | 8 | | 21 | 84 | 3 | 3 | | | | | | 3 | 9 | 9.6 | 39 | 23 | 17 | | | | 6 | 3 | | | | |
| Whitehaven High School | 8 | P | 120 | 11 | 2 | 2 | 1 | 3 | 6 | 3 | 3 | | | 6 | | 6 | 24 | | | 3 | | | | 3 | 2 | 8 | 25. | 7 | 17 | | | | | 8 | | | | | |
| TOTAL | | | 19165 | 3111 | 1418 | 1266 | 516 | 922 | 3393 | 1511 | 1516 | 506 | 2177 | 2546 | 687 | 4303 | 17139 | 457 | 255 | 204 | 59 | 585 | 628 | 137 | 616 | 2991 | | 11631 | 1686 | 3146 | 642 | 17 | 117 | 2476 | 153 | 237 | 112 | 4 | 9 |
| PER CENT OF TOTAL | | | | | | | | | | | | | | | | | | 11.8 | 14.4 | 11.8 | 10.4 | 21.2 | 19.9 | 21.4 | 11.3 | | 14.9 | 57.3 | 8.4 | 15.6 | 2.2 | .08 | .6 | 12.3 | .8 | 1.2 | .5 | .02 | .04 |

* Failed to submit data.

# TEXAS

| YEAR 1926-27 STATE TEXAS — NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges — In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges — In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Abilene High School | 7 | P | 1147 | 180 | 104 | 95 | 26 | 43 | 262 | 29 | 161 | 8 | 228 | 111 | 76 | 421 | 1296 | 24 | 0 | 13 | | 28 | 29 | 29 | 40 | 170 | 11.6 | 176 | 92 | 195 | | | | 49 | 88 | 33 | | | |
| Amarillo Senior High School | 7 | P | 820 | 111 | 59 | 52 | 11 | 18 | 170 | 29 | 48 | 8 | 141 | 127 | 59 | 290 | 880 | 6 | 5 | 9 | 4 | 21 | 9 | | 9 | 63 | 6.7 | 606 | 199 | 174 | 43 | | 15 | 42 | 16 | | 5 | | | |
| Austin | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Austin Senior High School | 7 | P | 1509 | 329 | 202 | 198 | 112 | 234 | 464 | 90 | 232 | 19 | 342 | 253 | 144 | 352 | 2196 | 153 | 24 | 45 | | 102 | 218 | 88 | 113 | 743 | 25.2 | 2096 | | 100 | | | | 734 | | 9 | | | |
| St. Edward's Academy | 7 | Pr | 90 | 21 | 10 | 10 | 4 | 6 | 30 | 4 | 12 | 3 | 15 | 33 | 9 | 48 | 154 | | 3 | 3 | | 3 | 4 | 3 | 6 | 22 | 12.5 | 6 | | 139 | 9 | | | 6 | | 9 | 7 | | |
| Beaumont | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Senior High School | 7 | P | 867 | 191 | 88 | 88 | 40 | 73 | 226 | 45 | 120 | | 179 | 245 | 91 | 215 | 1121 | 46 | 8 | 27 | | 45 | 63 | 24 | 34 | 247 | 18.1 | 396 | | 598 | 13 | | 14 | 168 | 15 | 60 | 4 | | |
| South Park High School | 7 | P | 431 | 78 | 26 | 23 | 6 | 9 | 62 | 3 | 28 | | 32 | 44 | 30 | 105 | 304 | 3 | 3 | 6 | | | 9 | 6 | | 27 | 8.1 | 69 | | 235 | | | | | | 27 | | | |
| Belton | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Baylor College Academy | 7 | Pr | 350 | 78 | 65 | 37 | 18 | 34 | 60 | 14 | 28 | | 19 | 35 | 64 | 177 | 397 | 41 | 5 | 13 | | 20 | 23 | | 51 | 153 | 27.8 | 364 | | 17 | | | 16 | 139 | | 14 | | | |
| Belton High School | 7 | P | 338 | 66 | 38 | 35 | 7 | 12 | 77 | 3 | 63 | 20 | 61 | 64 | 42 | 158 | 488 | 13 | 3 | 5 | | 3 | 11 | 3 | 9 | 47 | 8.8 | 439 | | 15 | 34 | | | 47 | | | | | |
| Big Spring High School | 8 | P | 268 | 52 | 20 | 17 | 6 | 8 | 49 | 16 | 30 | 11 | 26 | 27 | 12 | 75 | 246 | 3 | | | | 12 | 7 | | 5 | 27 | 9.9 | 106 | 76 | 52 | | | 12 | 16 | 8 | 3 | | | |
| Bonham High School | 7 | P | 365 | 52 | 33 | 31 | 8 | 14 | 94 | 18 | 41 | 6 | 48 | 63 | 33 | 136 | 439 | | 6 | 7 | | 3 | 6 | 9 | 13 | 44 | 9.1 | 286 | 107 | 46 | | | | 37 | | 7 | | | |
| *Brady High School | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Breckenridge Senior High School | 7 | P | 612 | 70 | 26 | 23 | 11 | 18 | 47 | 9 | 22 | | 60 | 52 | 20 | 94 | 305 | 16 | 14 | | | 6 | 21 | | | 57 | 15.8 | 128 | 95 | 63 | | | 19 | 22 | 5 | 30 | | | |
| Brenham High School | 7 | P | 198 | 28 | 22 | 19 | 3 | 5 | 56 | 27 | 42 | | 29 | 38 | 14 | 89 | 295 | 3 | | | | 9 | 4 | | | 16 | 5.1 | 280 | | 15 | | | | 16 | | | | | |
| Brownwood High School | 7 | P | 434 | 80 | 71 | 29 | 2 | 3 | 84 | 12 | 30 | 6 | 14 | 26 | 54 | 199 | 425 | 3 | | | | 3 | 4 | | | 10 | 2.3 | 46 | 379 | | | | | 7 | 3 | | | | |
| Bryan | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Allen Academy | 7 | Pr | 218 | 26 | 14 | 12 | 5 | 16 | 21 | 3 | 15 | | 24 | 25 | 11 | 35 | 134 | 17 | | | | 9 | 14 | 3 | 13 | 56 | 29.8 | 101 | 15 | 18 | | | | 56 | | | | | |
| Bryan High School | 7 | P | 260 | 27 | 20 | 18 | 9 | 13 | 51 | 6 | 22 | | 29 | 53 | 12 | 97 | 271 | 6 | 3 | 6 | | 12 | 9 | 3 | 7 | 46 | 14.5 | 246 | | 25 | | | | 40 | | 6 | | | |
| Burkburnett High School | 7 | P | 394 | 36 | 8 | 6 | 4 | 10 | 12 | | 6 | | 9 | 2 | | 32 | 62 | 6 | | | | 7 | 9 | 3 | 6 | 31 | 33.3 | 15 | 23 | 24 | | | | | 10 | 21 | | | |
| *Caldwell High School | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Calvert High School | 7 | P | 96 | 19 | 14 | 11 | 2 | 4 | 30 | 5 | 11 | | 20 | 7 | 14 | 34 | 121 | 3 | | 6 | | | | | 4 | 13 | 9.7 | 121 | | | | | | 13 | | | | | |
| Cameron | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yoe High School | 7 | P | 301 | 45 | 31 | 25 | 13 | 25 | 61 | | 25 | | 18 | 50 | 45 | 82 | 281 | 26 | | 6 | | 12 | 13 | 13 | 13 | 83 | 22.8 | 220 | 27 | 34 | | | | 80 | | 3 | | | |
| Carrizo Springs High School | 7 | P | 89 | 8 | 4 | 4 | 1 | 4 | 9 | | 6 | | | 8 | | 25 | 48 | 3 | | 3 | | | 3 | 3 | | 12 | 20. | 48 | | | | | | 12 | | | | | |

YEAR 1926-27

STATE TEXAS (Cont.)

| NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Canyon High School | 7 | P | 272 | 41 | 32 | 30 | 10 | 17 | 81 | 6 | 39 | | 18 | 38 | 36 | 264 | 432 | 9 | 3 | 12 | | 9 | 6 | | 12 | 51 | 9.6 | 482 | | | | | | 51 | | | | | |
| *Cleburne High School | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Coleman High School | 7 | P | 283 | 35 | 24 | 16 | 8 | 16 | 45 | | 11 | | 29 | 19 | 20 | 75 | 199 | 6 | 3 | 3 | | 15 | 18 | 3 | 6 | 54 | 21.2 | 89 | 103 | 7 | | | | 27 | 17 | 10 | | | |
| Corpus Christi High School | 7 | P | 406 | 66 | 23 | 19 | 9 | 13 | 58 | 3 | 17 | | 38 | 44 | 26 | 71 | 257 | 3 | | | 3 | 6 | 11 | 6 | 13 | 42 | 14.1 | 201 | 35 | 21 | | | | 32 | | 10 | | | |
| Corsicana High School | 8 | P | 626 | 106 | 56 | 56 | 26 | 44 | 152 | 40 | 57 | 14 | 90 | 133 | 56 | 216 | 758 | 35 | 12 | 8 | 3 | 34 | 33 | 20 | 18 | 163 | 17.7 | 610 | 57 | 91 | | | | 154 | 9 | | | | |
| Cuero High School | 7 | P | 150 | 26 | 15 | 12 | 4 | 5 | 36 | 6 | 6 | 3 | 30 | 25 | 9 | 76 | 191 | 3 | | | | 3 | 12 | | 3 | 21 | 9.9 | 167 | | 24 | | | | 13 | | 8 | | | |
| Dallas | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bryan Street High School | 7 | P | 1794 | 212 | 49 | 49 | 26 | 57 | 120 | 15 | 60 | 9 | 64 | 95 | 47 | 122 | 552 | 30 | 6 | 9 | | 39 | 39 | 18 | 26 | 167 | 23.2 | 534 | | 18 | | | | 158 | | 9 | | | |
| Forest Avenue High School | 7 | P | 1734 | 192 | 64 | 57 | 32 | 65 | 146 | 36 | 48 | 6 | 75 | 110 | 39 | 185 | 651 | 27 | 15 | 9 | | 60 | 45 | | 60 | 216 | 24.9 | 634 | | | 17 | | | 216 | | | | | |
| Highland Park High School | 7 | P | 450 | 65 | 49 | 49 | 16 | 25 | 120 | 51 | 54 | 6 | 87 | 101 | 50 | 188 | 657 | 27 | | 12 | | 6 | 13 | 3 | 15 | 76 | 10.[illegible] | 572 | 12 | 48 | 25 | | | 66 | 4 | | 6 | | |
| North Dallas High School | 7 | P | 1394 | 297 | 150 | 122 | 62 | 126 | 322 | 96 | 184 | 20 | 235 | 276 | 114 | 383 | 1630 | 83 | 12 | 27 | | 111 | 79 | 31 | 58 | 401 | 19.7 | 1370 | 62 | 119 | 79 | | | 381 | 3 | 17 | | | |
| Oak Cliff High School | 7 | P | 1289 | 193 | 61 | 61 | 20 | 36 | 166 | 28 | 61 | 6 | 126 | 168 | 44 | 240 | 839 | 27 | 6 | 9 | | 33 | 20 | 8 | 8 | 111 | 11.7 | 730 | 49 | 42 | 18 | | | 103 | 5 | 3 | | | |
| St. Mary's Prepatory School | 7 | Pr | 48 | 10 | 8 | 8 | 2 | 4 | 26 | 12 | 15 | 6 | 11 | 14 | 3 | 23 | 110 | | | 3 | | 2 | 3 | 3 | | 11 | 9.1 | 80 | | 30 | | | | 11 | | | | | |
| Sunset High School | 7 | P | 1201 | 45 | 37 | 37 | 16 | 26 | 105 | 14 | 29 | 3 | 57 | 107 | 18 | 174 | 507 | 15 | 3 | 6 | | 36 | 17 | | 11 | 88 | 14.8 | 445 | 18 | 29 | 15 | | | 88 | | | | | |
| Del Rio High School | 7 | P | 207 | 52 | 24 | 24 | 11 | 20 | 68 | 7 | 19 | 3 | 39 | 71 | 26 | 91 | 324 | 6 | 3 | 3 | | 9 | 29 | 12 | 6 | 68 | 17.3 | 179 | 16 | 129 | | | | 43 | | 25 | | | |
| Denison High School | 7 | P | 854 | 91 | 31 | 24 | 11 | 17 | 65 | 14 | 24 | | 25 | 86 | 12 | 110 | 336 | 6 | 3 | | | 15 | 17 | 10 | 9 | 60 | 15.1 | 189 | 41 | 73 | | | 33 | 44 | 12 | 4 | | | |
| Denton High School | 7 | P | 750 | 152 | 110 | 104 | 51 | 82 | 229 | 21 | 105 | 13 | 30 | 171 | 51 | 667 | 1287 | 63 | 9 | 21 | | 21 | 50 | 24 | 76 | 264 | 17. | 1270 | | 17 | | | | 245 | | 19 | | | |
| Donna High School | 7 | P | 205 | 28 | 12 | 12 | 3 | 4 | 26 | 10 | 16 | | 22 | 40 | 19 | 52 | 185 | | | | | 12 | | | 5 | 17 | 8.4 | 170 | | 15 | | | | 17 | | | | | |
| Eagle Lake High School | 7 | P | 107 | 18 | 7 | 6 | 1 | 1 | 19 | 5 | 8 | | 6 | 12 | 3 | 38 | 91 | | | | | | | | 3 | 3 | 3.2 | 91 | | | | | | 3 | | | | | |
| Edinburg High School | 7 | P | 252 | 32 | 13 | 13 | 5 | 6 | 30 | 3 | 21 | | 9 | 33 | 15 | 56 | 167 | 9 | | 3 | | | 5 | | 3 | 20 | 10.7 | 104 | | 63 | | | | 14 | | 6 | | | |
| Electra High School | 7 | P | 529 | 54 | 27 | 24 | 15 | 27 | 54 | 6 | 30 | | 24 | 41 | 30 | 75 | 260 | 21 | 6 | 9 | 3 | 28 | 10 | 7 | 11 | 95 | 26.8 | 139 | 64 | 37 | 20 | | | 58 | 9 | 16 | 12 | | |
| ElPaso | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| El Paso High School | 7 | P | 1683 | 217 | 106 | 106 | 50 | 75 | 234 | 50 | 141 | 3 | 152 | 285 | 152 | 361 | 1378 | 66 | 15 | 3 | 6 | 81 | 37 | 12 | 42 | 262 | 15.9 | 407 | 15 | 55 | 101 | | | 114 | | 145 | 3 | | |
| El Paso School For Girls | 8 | Pr | 50 | 9 | 6 | 6 | 5 | 7 | 15 | 4 | 3 | 3 | | 11 | 9 | 28 | 73 | 3 | | 3 | 3 | | 9 | | 4 | 22 | 23.2 | 12 | | 47 | 14 | | | 4 | | 14 | 4 | | |
| Ennis High School | 7 | P | 430 | 67 | 30 | 30 | 14 | 20 | 42 | 13 | 33 | | 68 | 73 | 24 | 99 | 402 | 8 | 6 | 3 | | 9 | 30 | 3 | 21 | 80 | 16.6 | 242 | 51 | 69 | | | 40 | 62 | 3 | 9 | | | |
| Ft. Stockton High School | 7 | P | 102 | 16 | 11 | 9 | 3 | 4 | 24 | | 5 | 5 | 28 | 10 | 22 | 49 | 143 | 3 | 3 | | | | | | 5 | 11 | 7.1 | 112 | 9 | 22 | | | | 9 | 2 | | | | |
| Fort Worth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

YEAR 1926-27 — STATE TEXAS (Cont.)

| NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in College: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Central High School | 7 | P | 1560 | 512 | 236 | 198 | 73 | 119 | 515 | 34 | 214 | 27 | 384 | 369 | 197 | 713 | 2552 | 94 | 36 | 24 | 4 | 95 | 78 | 28 | 95 | 454 | 15.1 | 2140 | 105 | 203 | 44 | | | 378 | 24 | 41 | 11 | | |
| North Fort Worth High School | 7 | P | 955 | 122 | 20 | 20 | 6 | 8 | 59 | 18 | 15 | 3 | 45 | 43 | 23 | 87 | 292 | 6 | 3 | | | 3 | | 6 | 6 | 24 | 7.6 | 280 | 12 | | | | | 21 | 3 | | | | |
| Fort Worth Polytechnic H. S. | 7 | P | 375 | 88 | 54 | 49 | 17 | 28 | 131 | 24 | 53 | 4 | 94 | 92 | 61 | 230 | 699 | 16 | 3 | 6 | | 12 | 23 | 24 | 11 | 95 | 12.1 | 309 | 103 | 65 | 13 | | | 54 | 24 | 14 | 3 | | |
| Gainesville High School | 7 | P | 495 | 91 | 44 | 40 | 10 | 17 | 119 | 32 | 42 | 22 | 47 | 44 | 12 | 175 | 493 | 0 | 3 | 8 | | 15 | 21 | | 6 | 54 | 9.7 | 184 | 60 | 249 | | | | 36 | 6 | 12 | | | |
| Galveston | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ball High School | 7 | P | 1065 | 79 | 40 | 30 | 8 | 12 | 85 | 27 | 47 | 11 | 39 | 65 | 38 | 119 | 431 | 3 | | 6 | | 6 | 3 | 15 | 2 | 35 | 7.5 | 348 | 68 | 15 | | | | 35 | | | | | |
| Goliad High School | 7 | P | 103 | 19 | 11 | 11 | 2 | 5 | 33 | | 15 | 10 | 19 | 26 | 6 | 34 | 143 | 3 | | | | 3 | 3 | | 6 | 15 | 9.5 | 75 | | 68 | | | | | | 15 | | | |
| Goose Creek High School | 7 | P | 240 | 12 | 4 | 2 | 0 | 0 | 6 | | 6 | | 8 | | | 10 | 30 | | | | | | | | | | 0. | 15 | | 15 | | | | | | | | | | |
| Graham High School | 7 | P | 308 | 46 | 25 | 22 | 5 | 13 | 58 | 22 | 18 | 3 | 25 | 30 | 24 | 115 | 295 | 9 | | 3 | | 6 | 19 | 6 | 8 | 51 | 14.7 | 120 | 77 | 83 | 15 | | | 28 | 3 | 20 | | | |
| Greenville High School | 7 | P | 670 | 83 | 54 | 39 | 7 | 14 | 114 | 24 | 45 | 10 | 103 | 70 | 21 | 90 | 477 | 19 | 3 | 3 | | 3 | 6 | 10 | 8 | 52 | 9.8 | 132 | | 345 | | | | 12 | | 25 | 15 | | |
| Groesbeck High School | 8 | P | 119 | 14 | 7 | 7 | 2 | 2 | 28 | | 6 | 5 | 14 | 12 | 3 | 41 | 109 | | | | | | 8 | | | 8 | 6.8 | 73 | | 36 | | | | 4 | | 4 | | | |
| Harlingen Senior High School | 7 | P | 261 | 56 | 27 | 18 | 8 | 15 | 58 | 6 | 18 | | 32 | 43 | 20 | 64 | 241 | 3 | | | 4 | 18 | 6 | | 21 | 54 | 18.3 | 141 | 13 | 73 | 14 | | | 24 | 4 | 22 | 4 | | |
| Harrisburg | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Charles H. Milby Senior H. S. | 7 | P | 202 | 35 | 13 | 13 | 6 | 9 | 50 | | 9 | 3 | 45 | 50 | 9 | 47 | 213 | 3 | | 3 | | 3 | 7 | | 9 | 25 | 10.5 | 213 | | | | | | 25 | | | | | |
| Hereford High School | 7 | P | 213 | 31 | 18 | 13 | 5 | 6 | 46 | 6 | 30 | 3 | 20 | 26 | 19 | 107 | 257 | 6 | | | | 3 | 3 | | 8 | 20 | 7.2 | 217 | 13 | 27 | | | | 9 | 5 | 6 | | | |
| Hillsboro High School | 7 | P | 619 | 107 | 67 | 58 | 17 | 26 | 157 | 36 | 90 | | 84 | 155 | 96 | 145 | 763 | 15 | 9 | 24 | | 18 | 15 | 3 | | 84 | 9.9 | 67 | | 596 | | | | 19 | | 65 | | | |
| Honey Grove High School | 7 | P | 246 | 47 | 19 | 16 | 6 | 10 | 44 | 15 | 21 | 5 | 20 | 11 | 9 | 90 | 215 | 6 | 3 | | | 6 | 15 | | 3 | 33 | 13.8 | 184 | 16 | 15 | | | | 30 | | 3 | | | |
| Houston | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Jefferson Davis High School | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sam Houston High School | 7 | P | 2048 | 633 | 332 | 262 | 107 | 195 | 705 | 269 | 379 | 11 | 506 | 942 | 193 | 674 | 3679 | 124 | 26 | 41 | | 198 | 180 | 36 | 83 | 688 | 15.8 | 3486 | 57 | 118 | 18 | | | 650 | 17 | 21 | | | |
| J. H. Reagan Senior High Sch. | 7 | P | 744 | 164 | 78 | 49 | 22 | 39 | 131 | 60 | 69 | 11 | 109 | 160 | 15 | 134 | 689 | 15 | 6 | 6 | | 33 | 84 | 3 | 16 | 163 | 19.1 | 669 | | | | | 20 | 163 | | | | | |
| San Jacinto High School | 7 | P | 1687 | 36 | 21 | 18 | 10 | 12 | 52 | 21 | 33 | 3 | 31 | 69 | 15 | 28 | 252 | 3 | | | | 18 | 22 | | 5 | 48 | 16. | 240 | 13 | | | | | 48 | | | | | |
| Hubbard High School | 7 | P | 125 | 23 | 16 | 14 | 4 | 5 | 46 | 12 | 21 | 7 | 20 | 21 | 16 | 62 | 205 | 3 | | 3 | | | 8 | | 3 | 17 | 7.6 | 143 | 32 | 30 | | | | 17 | | | | | |
| Humble High School | 7 | P | 248 | 46 | 19 | 18 | 10 | 21 | 52 | 11 | 19 | | 18 | 47 | 6 | 60 | 213 | 12 | | | | 27 | 11 | 6 | 18 | 74 | 25.8 | 198 | | | | | 15 | 74 | | | | | |
| Iowa Park High School | 7 | P | 174 | 19 | 12 | 10 | 3 | 4 | 18 | | 8 | 4 | 10 | 15 | 9 | 78 | 142 | 5 | | | | | | 5 | 6 | 16 | 10.1 | 112 | 30 | | | | | 13 | 3 | | | | |
| Kerens High School | 7 | P | 126 | 27 | 10 | 9 | 7 | 12 | 17 | | 11 | 4 | 6 | | 11 | 32 | 81 | 15 | | 7 | | 5 | 6 | 5 | 6 | 44 | 35.2 | 58 | | 23 | | | | 40 | | 4 | | | |
| Kerrville | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

# TEXAS—*(Continued)*

YEAR 1926-27

STATE TEXAS (Cont.)

| NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Schreiner Institute | 7 | Pr | 125 | 36 | 26 | 21 | 7 | 9 | 63 | 6 | 30 | | 45 | 74 | 42 | 49 | 309 | | | 6 | | 9 | 8 | 3 | 3 | 29 | 8.6 | 31 | | 278 | | | | 4 | | 25 | | | |
| Livingston High School | 7 | P | 185 | 28 | 18 | 16 | 3 | 6 | 56 | 5 | 35 | | 8 | 14 | 3 | 101 | 222 | 9 | | | | 3 | 7 | | 3 | 22 | 9. | 132 | | 90 | | | | 22 | | | | | |
| Lone Oak High School | 7 | P | 80 | 5 | 5 | 4 | 2 | 2 | 11 | | 3 | | 8 | 6 | | 24 | 52 | 3 | | | | | | | 5 | 8 | 13.3 | 42 | | 10 | | | | 3 | | 5 | | | |
| Longview High School | 7 | P | 261 | 49 | 30 | 26 | 7 | 11 | 92 | 6 | 27 | | 50 | 66 | 29 | 113 | 383 | 3 | | 3 | | 9 | 8 | 3 | 8 | 34 | 8.2 | 282 | 41 | 60 | | | | 28 | 6 | | | | |
| Lubbock High School | 7 | P | 1144 | 106 | 70 | 67 | 26 | 49 | 182 | 16 | 66 | 3 | 135 | 151 | 63 | 227 | 843 | 21 | 3 | 6 | 3 | 57 | 61 | 6 | 15 | 172 | 10.2 | 517 | 61 | 31 | | | | 100 | 62 | | | | |
| Lufkin High School | 7 | P | 561 | 52 | 34 | 34 | 9 | 15 | 112 | 44 | 34 | 27 | 36 | 70 | 20 | 130 | 473 | 11 | | 5 | | 11 | 14 | 3 | 9 | 53 | 10.1 | 359 | 33 | 81 | | | | 47 | | 6 | | | |
| McAllen High School | 7 | P | 281 | 48 | 21 | 19 | 8 | 16 | 50 | 8 | 12 | | 34 | 36 | 24 | 68 | 232 | 11 | 8 | 5 | | 20 | 15 | 3 | 12 | 74 | 24.1 | 120 | 51 | 25 | 30 | | | 66 | | 6 | 2 | | |
| McGregor High School | 7 | P | 168 | 18 | 10 | 9 | 2 | 2 | 28 | | 8 | | 23 | 34 | 16 | 39 | 149 | 5 | | | | 3 | | | | 8 | 5.1 | 134 | 15 | | | | | 8 | | | | | |
| McKinney | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Boyd Sanior High School | 7 | P | 691 | 40 | 36 | 30 | 11 | 18 | 87 | 12 | 43 | 5 | 37 | 58 | 46 | 112 | 400 | 13 | | 3 | | 12 | 18 | 3 | 13 | 62 | 13.4 | 330 | 40 | 30 | | | | 62 | | | | | |
| Marfa High School | 7 | P | 79 | 14 | 8 | 3 | 3 | 7 | 7 | | | | | | 6 | 12 | 25 | 3 | | 3 | | 9 | 9 | | 3 | 27 | 51.9 | 20 | 5 | | | | | 16 | 11 | | | | |
| Marlin High School | 7 | P | 295 | 60 | 38 | 38 | 20 | 36 | 105 | 15 | 51 | 7 | 54 | 77 | 44 | 102 | 455 | 26 | 9 | | 3 | 36 | 29 | 3 | 24 | 130 | 22.2 | 373 | 82 | | | | | 111 | 19 | | | | |
| Marshall High School | 7 | P | 546 | 60 | 32 | 31 | 2 | 2 | 118 | 9 | 72 | | 50 | 57 | 34 | 80 | 425 | | 3 | | | | | 3 | | 6 | 1.4 | 104 | 51 | 270 | | | | 6 | | | | | |
| Mart High School | 7 | P | 188 | 27 | 16 | 15 | 9 | 14 | 41 | 3 | 15 | | 12 | 16 | 19 | 67 | 173 | 9 | | | | 9 | 20 | | 19 | 57 | 24.8 | 124 | 7 | 42 | | | | 45 | 9 | 3 | | | |
| Mercedes High School | 7 | P | 212 | 32 | 12 | 11 | 6 | 11 | 29 | 3 | 11 | | 11 | 16 | 6 | 39 | 115 | 3 | | 3 | | 5 | 8 | 11 | 8 | 38 | 24.8 | 78 | | 37 | | | | 35 | | 3 | | | |
| Mexia High School | 7 | P | 437 | 40 | 19 | 17 | 7 | 14 | 46 | 14 | 24 | | 14 | 41 | 3 | 72 | 214 | 3 | 3 | | | 18 | 9 | 3 | 5 | 41 | 16.1 | 162 | 37 | 15 | | | | 29 | 12 | | | | |
| Mineola High School | 7 | P | 166 | 25 | 16 | 16 | 4 | 7 | 49 | | 19 | | 13 | 12 | 14 | 75 | 181 | 5 | | 5 | | 5 | 12 | | 10 | 37 | 17. | 198 | | 10 | 16 | | | 6 | | 15 | 16 | | |
| Mineral Wells High School | 7 | P | 460 | 85 | 23 | 17 | 5 | 7 | 60 | 25 | 16 | 6 | 24 | 31 | 17 | 71 | 250 | 3 | | 5 | | 6 | 4 | 3 | 4 | 25 | 9.1 | 131 | 52 | 51 | | | 16 | 19 | 2 | 4 | | | |
| Mission High School | 7 | P | 174 | 25 | 16 | 12 | 9 | 16 | 31 | 3 | 15 | | 15 | 30 | 5 | 57 | 156 | 9 | 3 | 6 | | 12 | 12 | | 7 | 49 | 23.9 | 131 | | 18 | | | 7 | 40 | | | | | |
| Mt. Pleasant High School | 7 | P | 248 | 36 | 20 | 19 | 7 | 17 | 42 | 6 | 9 | 3 | 15 | 21 | 26 | 118 | 240 | 15 | 3 | 6 | 3 | 13 | 10 | | 6 | 55 | 18.6 | 190 | 35 | 15 | | | | 30 | 19 | | | | |
| Navasota High School | 7 | P | 175 | 33 | 14 | 10 | 4 | 5 | 27 | 3 | 5 | | 17 | 26 | 11 | 44 | 133 | 12 | 9 | | | | 4 | | | 21 | 13.6 | 133 | | | | | | 21 | | | | | |
| Orange High School | 7 | P | 530 | 48 | 15 | 15 | 3 | 3 | 51 | 3 | 24 | | 20 | 23 | 23 | 48 | 192 | | 3 | 3 | | | 3 | | | 9 | 4.4 | 144 | | 48 | | | | 9 | | | | | |
| *Ozona High School | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Palestine High School | 7 | P | 487 | 66 | 23 | 18 | 9 | 19 | 50 | 9 | 30 | | 20 | 30 | 10 | 74 | 219 | 3 | 15 | 6 | 3 | 2 | 6 | 6 | | 67 | 23.4 | 174 | | 45 | | | | 43 | | 24 | | | |
| Panhandle High School | 7 | P | 130 | 13 | 6 | 3 | 2 | 4 | 6 | | | | | 4 | | 19 | 25 | 3 | | 3 | | | 7 | 3 | | 16 | 39. | 12 | 13 | | | | | | 16 | | | | |
| Pecos High School | 7 | P | 94 | 20 | 13 | 12 | 7 | 10 | 36 | 8 | 11 | | 13 | 17 | 8 | 62 | 156 | | | | | 21 | 8 | 3 | 2 | 34 | 17.9 | 107 | 37 | 12 | | | | 9 | 22 | 3 | | | |
| Pharr-San Juan High School | 7 | P | 192 | 26 | 13 | 12 | 4 | 8 | 30 | | | | 29 | 51 | 15 | 60 | 165 | 6 | | | | 12 | 4 | 3 | 3 | 28 | 14.5 | 97 | | 34 | 14 | | | 38 | | | | | |

# TEXAS—*(Continued)*

YEAR 1926-27 — STATE TEXAS (Cont.)

| NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory A | B | C | Outside Southern Association Territory A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory A | B | C | Outside Southern Association Territory A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Pittsburg High School | 7 | P | 202 | 26 | 20 | 20 | 6 | 9 | 73 | | 14 | 5 | 32 | 37 | 28 | 125 | 314 | 3 | | | | 12 | 7 | | 8 | 30 | 8.8 | 252 | 32 | 30 | | | | 30 | | | | | |
| Plainview High School | 7 | P | 302 | 65 | 34 | 31 | 6 | 12 | 75 | | 37 | | 47 | 20 | 21 | 84 | 284 | 12 | | 3 | | 9 | 3 | 6 | 3 | 36 | 11.2 | 51 | 44 | 189 | | | | 6 | 3 | 27 | | | |
| Port Arthur High School | 7 | P | 1193 | 146 | 30 | 30 | 18 | 36 | 64 | 9 | 12 | 3 | 38 | 97 | 33 | 116 | 372 | 30 | | 6 | 3 | 24 | 10 | | 30 | 103 | 21.6 | 315 | | 40 | 17 | | | 97 | | 6 | | | |
| Quanah High School | 7 | P | 396 | 51 | 25 | 21 | 12 | 26 | 52 | 9 | 12 | 5 | 33 | 43 | 12 | 64 | 230 | 12 | 3 | 9 | | 36 | 24 | 3 | 14 | 101 | 30.5 | 114 | 89 | 27 | | | | 70 | 28 | 3 | | | |
| Ralls High School | 7 | P | 131 | 33 | 14 | 13 | 6 | 10 | 31 | | 11 | 5 | 25 | 15 | | 74 | 161 | 9 | 6 | | | 6 | 7 | | 6 | 34 | 17.4 | 12 | 123 | 9 | 13 | | | 3 | 31 | | | | |
| Rosebud High School | 7 | P | 159 | 32 | 21 | 12 | 8 | 17 | 36 | | 11 | | 19 | 21 | 8 | 79 | 174 | 12 | | 3 | | 15 | 21 | 5 | 7 | 63 | 26.6 | 139 | 15 | 20 | | | | 63 | | | | | |
| Rosenberg High School | 7 | P | 134 | 25 | 9 | 8 | 4 | 6 | 19 | 6 | 7 | 4 | 6 | 4 | 6 | 28 | 80 | | | | | 9 | 8 | 3 | | 20 | 20. | 78 | | 2 | | | | 20 | | | | | |
| San Angelo High School | 7 | P | 602 | 54 | 31 | 20 | 3 | 6 | 72 | | 24 | | 56 | 59 | 30 | 76 | 317 | | 3 | 3 | | 3 | 8 | | 1 | 18 | 5.4 | 183 | 46 | 88 | | | | 14 | | 4 | | | |
| San Antonio | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Brackenridge High School | 7 | P | 1827 | 383 | 67 | 67 | 19 | 37 | 183 | 35 | 87 | 6 | 145 | 135 | 75 | 239 | 905 | 28 | 3 | 8 | 5 | 21 | 30 | 9 | 32 | 136 | 13.1 | 595 | | 296 | 14 | | | 124 | | 12 | | | |
| Main Avenue High School | 7 | P | 1800 | 100 | 120 | 104 | 38 | 69 | 293 | 49 | 114 | 14 | 253 | 240 | 105 | 361 | 1429 | 27 | 12 | 12 | | 54 | 51 | 18 | 51 | 225 | 13.6 | 933 | 46 | 383 | 67 | | | 162 | 3 | 60 | | | |
| Incarnate Word High School | 7 | Pr | 160 | 41 | 30 | 30 | 7 | 11 | 66 | 15 | 30 | | 30 | 36 | 36 | 118 | 331 | | | 6 | 3 | 12 | 8 | | 3 | 32 | 8.8 | 315 | 12 | | 4 | | | 16 | 4 | | 12 | | |
| Our Lady of the Lake Academy | 7 | Pr | 88 | 23 | 11 | 9 | 1 | 1 | 24 | 12 | 9 | 3 | 9 | 7 | 12 | 46 | 122 | | | | | 3 | | | 3 | 6 | 4.7 | 96 | | | 11 | | 16 | 6 | | | | | |
| San Antonio Academy | 7 | Pr | 125 | 24 | 16 | 13 | 3 | 13 | 31 | | 12 | | 38 | 40 | 21 | 27 | 169 | 12 | | 6 | | 6 | 3 | 6 | 6 | 39 | 18.7 | 137 | | 17 | 15 | | | 27 | | 12 | | | |
| Westmoorland Academy | 7 | Pr | 169 | 25 | 20 | 17 | 10 | 15 | 51 | 18 | 24 | | 15 | 12 | 24 | 53 | 197 | | 6 | | | 18 | 9 | 6 | 6 | 45 | 18.6 | 21 | | 176 | | | | 9 | | 36 | | | |
| San Benito High School | 7 | P | 213 | 47 | 21 | 16 | 6 | 13 | 33 | 3 | 25 | | 36 | 18 | 17 | 83 | 215 | 18 | | | | 12 | 7 | 3 | 8 | 48 | 18.2 | 111 | | 104 | | | | 45 | | 3 | | | |
| San Marcos | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High School | 7 | P | 191 | 31 | 31 | 28 | 4 | 7 | 78 | 9 | 57 | 3 | 6 | 59 | 24 | 147 | 383 | 3 | 3 | | | | 6 | 3 | 5 | 20 | 4.9 | 383 | | | | | | 20 | | | | | |
| Baptist Academy | 7 | Pr | 306 | 87 | 72 | 44 | 19 | 35 | 82 | 10 | 61 | 5 | 31 | 46 | 52 | 219 | 506 | 40 | 5 | 3 | | 3 | 39 | 13 | 51 | 154 | 23.3 | 446 | 27 | 33 | | | | 97 | 34 | 9 | 14 | | |
| Sherman High School | 7 | P | 943 | 130 | 68 | 54 | 32 | 64 | 133 | 39 | 63 | 6 | 81 | 127 | 39 | 216 | 704 | 33 | 9 | 9 | 3 | 59 | 36 | 26 | 43 | 218 | 23.6 | 237 | 342 | 97 | 28 | | | 105 | 92 | | 21 | | |
| Sonora High School | 7 | P | 67 | 11 | 7 | 6 | 3 | 7 | 15 | 3 | 6 | | 11 | 11 | | 17 | 63 | 3 | | | | 3 | 12 | | 9 | 27 | 30.+ | 18 | 30 | 15 | | | | 12 | 15 | | | | |
| Sour Lake High School | 8 | P | 283 | 37 | 13 | 13 | 10 | 23 | 28 | 11 | 12 | | 16 | 19 | | 43 | 129 | 12 | 15 | 6 | | 22 | 29 | 6 | 2 | 92 | 41.6 | 96 | | 33 | | | | 80 | | 12 | | | |
| Taylor High School | 7 | P | 338 | 67 | 27 | 23 | 9 | 11 | 79 | 9 | 29 | 3 | 39 | 53 | 17 | 99 | 328 | | 3 | 6 | | 6 | 7 | 6 | 4 | 32 | 8.9 | 301 | 27 | | | | | 25 | 4 | 3 | | | |
| Temple High School | 7 | P | 671 | 88 | 63 | 56 | 10 | 15 | 149 | 73 | 68 | 12 | 103 | 109 | 41 | 196 | 751 | 16 | | 5 | | 16 | 6 | 5 | 8 | 56 | 6.9 | 323 | | 428 | | | | 35 | | 21 | | | |
| Terrell High School | 7 | P | 369 | 36 | 21 | 18 | 9 | 15 | 52 | 9 | 15 | 6 | 27 | 46 | 15 | 78 | 248 | 6 | | 3 | | 21 | 15 | | 6 | 51 | 17.1 | 178 | 28 | 42 | | | | 41 | 7 | 3 | | | |
| Texarkana High School | 7 | P | 584 | 81 | 27 | 23 | 8 | 13 | 57 | 9 | 27 | 6 | 15 | 37 | 23 | 112 | 286 | 9 | 3 | 5 | | 18 | 9 | | 4 | 48 | 14.4 | 193 | 11 | 70 | 12 | | | 40 | 5 | 3 | | | |
| Thrift | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

# TEXAS—*(Continued)*

| YEAR 1926-27 STATE TEXAS (Cont.) NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Fairview High School | 7 | [illegible] | 66 | 3 | 2 | 2 | 0 | 0 | 6 | | 6 | | | | 6 | 12 | 30 | | | | | | | | | | 0. | | | 30 | | | | | | | | | |
| Tulia High School | 7 | [illegible] | 160 | 33 | 21 | 20 | 7 | 16 | 41 | 12 | 12 | | 11 | 18 | 16 | 136 | 248 | 18 | 3 | 6 | | 3 | 14 | 5 | 3 | 52 | 17.2 | 166 | 82 | | | | | 19 | 33 | | | | |
| Tyler High School | 7 | [illegible] | 751 | 125 | 54 | 54 | 12 | 19 | 150 | 57 | 69 | | 108 | 80 | 72 | 182 | 718 | 11 | 3 | 3 | | 15 | 21 | | 6 | 59 | 7.6 | 25 | | 393 | | | | 5 | | 54 | | | |
| Uvalde High School | 7 | P | 223 | 35 | 13 | 10 | 4 | 8 | 18 | 6 | 9 | | 15 | 30 | 9 | 43 | 130 | 11 | 3 | 3 | | 6 | | 3 | | 26 | 16.7 | 99 | | 31 | | | | 26 | | | | | |
| Victoria High School | 7 | [illegible] | 247 | 58 | 41 | 40 | 15 | 25 | 110 | 3 | 84 | 21 | 72 | 40 | 48 | 177 | 555 | 21 | | 3 | | 30 | | 9 | 18 | 81 | 12.7 | 21 | | 534 | | | | | | 81 | | | |
| Waco High School | 7 | P | 1630 | 345 | 168 | 163 | 46 | 75 | 528 | 166 | 174 | 29 | 341 | 277 | 148 | 636 | 2299 | 99 | 11 | 23 | 5 | 40 | 67 | 16 | 52 | 318 | 12. | 143 | 76 | 21 | 39 | 20 | | 295 | 3 | 12 | 3 | | |
| Weslaco High School | 7 | P | 224 | 20 | 11 | 10 | 2 | 4 | 26 | 10 | 20 | | 8 | 3 | 14 | 54 | 135 | 5 | 3 | | | 3 | 4 | | | 15 | 10. | 108 | | 27 | | | | 15 | | | | | |
| West High School | 7 | P | 119 | 24 | 9 | 9 | 4 | 7 | 26 | | 13 | 3 | 21 | 12 | 12 | 37 | 123 | 4 | | 3 | | 6 | 12 | | 1 | 26 | 17.4 | 96 | | 27 | | | | 23 | | 3 | | | |
| Wharton High School | 7 | P | 142 | 52 | 45 | 19 | 11 | 23 | 46 | 6 | 18 | | 18 | 47 | 6 | 86 | 227 | 17 | 3 | 3 | | 33 | 23 | | 6 | 85 | 27.2 | 227 | | | | | | 86 | | | | | |
| Whitewright High School | 7 | P | 140 | 19 | 12 | 10 | 5 | 12 | 25 | | 6 | | 15 | 27 | 12 | 34 | 119 | 10 | 3 | | | 12 | 8 | | 13 | 46 | 27.2 | 57 | 32 | 30 | | | | 10 | 36 | | | | |
| Wichita Falls High School | 7 | P | 1074 | 139 | 114 | 99 | 43 | 64 | 268 | 87 | 183 | | 150 | 170 | 57 | 315 | 1230 | 30 | 19 | 15 | 9 | 54 | 32 | 35 | 21 | 215 | 14.9 | 202 | 459 | 57 | 26 | | | 64 | 17 | 129 | 5 | | |
| Wortham High School | 7 | P | 127 | 14 | 11 | 5 | 1 | 4 | 12 | 3 | 3 | | 6 | 6 | 6 | 26 | 62 | 3 | | 3 | | 3 | 4 | | | 13 | 17.3 | 57 | 5 | | | | | | 13 | | | | |
| Yoakum High School | 7 | P | 316 | 58 | 18 | 14 | 6 | 12 | 39 | | 15 | 4 | 15 | 28 | 9 | 78 | 188 | 3 | | | | 9 | 27 | | 10 | 49 | 20.7 | 118 | 40 | 30 | | | | 40 | 9 | | | | |
| TOTAL | | | 61289 | 9700 | 4768 | 4153 | 1611 | 2868 | 11110 | 2346 | 5044 | 521 | 6829 | 8772 | 3905 | 15825 | 54352 | 1881 | 453 | 644 | 70 | 2125 | 2301 | 739 | 1657 | 9940 | | 36450 | 5579 | 11264 | 917 | 20 | 222 | 7509 | 913 | 1356 | 147 | | 15 |
| PER CENT OF TOTAL | | | | | | | | | | | | | | | | | | 14.5 | 16.1 | 11.3 | 11.8 | 24.3 | 20.7 | 15.9 | 9.4 | | 15.5 | 56.6 | 8.6 | 17.5 | 1.3 | .03 | .4 | 11.7 | 1.5 | 2.1 | .2 | | .02 |

*Failed to submit data

# VIRGINIA

| YEAR 1926-27 STATE VIRGINIA — NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Alexandria | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Episcopal High School | 7 | Pr | 190 | 35 | 30 | 30 | 15 | 29 | 57 | 24 | 12 | 12 | 42 | 139 | 18 | 43 | 347 | 18 | 9 | 3 | 3 | 9 | 60 | | 22 | 124 | 26.3 | 315 | | | 33 | | | 120 | | | 4 | | |
| High School | 7 | P | 479 | 55 | 25 | 13 | 4 | 5 | 30 | 9 | 18 | 9 | 20 | 21 | 3 | 76 | 186 | 6 | | | | | 4 | | 4 | 14 | 7. | 77 | 72 | 10 | 27 | | | | 7 | 3 | 4 | | |
| Bedford High School | 7 | P | 200 | 26 | 13 | 9 | 2 | 3 | 21 | 9 | 19 | 12 | 17 | 9 | 6 | 39 | 133 | 3 | | 3 | | | | | 3 | 9 | 6.3 | 33 | 67 | 32 | | | | | 9 | | | | | |
| Randolph Macon Academy - Bedford | 7 | Pr | 210 | 57 | 42 | 37 | 30 | 70 | 59 | 15 | 23 | 3 | 59 | 75 | 33 | 81 | 338 | 54 | 12 | 16 | 9 | 43 | 44 | 9 | 43 | 230 | 40.5 | 256 | 46 | | 36 | | | 183 | 23 | | 20 | | |
| Big Stone Gap High School | 7 | P | 159 | 28 | 11 | 10 | 4 | 5 | 30 | 12 | 9 | 3 | 13 | 21 | | 41 | 129 | | 6 | 3 | | 3 | 4 | | | 16 | 11. | 16 | 39 | 61 | 14 | | | | 9 | 7 | | | |
| Blackstone High School | 7 | P | 136 | 23 | 12 | 12 | 4 | 8 | 32 | 12 | 13 | 3 | 27 | 17 | | 54 | 158 | 6 | 3 | 6 | | 5 | | | 2 | 22 | 12.2 | 94 | 18 | 46 | | | | 7 | | 15 | | | |
| Blackstone Military Academy | 7 | Pr | 117 | 24 | 14 | 7 | 3 | 4 | 15 | 8 | 11 | | 20 | 14 | 8 | 21 | 97 | 5 | | | | 5 | 3 | 3 | | 16 | 14.1 | 52 | | | 45 | | | 16 | | | | | |
| Bridgewater High School | 7 | P | 152 | 45 | 18 | 18 | 10 | 16 | 42 | 30 | 3 | | 24 | 64 | | 76 | 239 | 12 | 12 | | | 12 | 7 | | 5 | 48 | 16.7 | | 41 | 198 | | | | | 6 | 42 | | | |
| Bristol | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sullins College High School | 8 | Pr | 92 | 16 | 7 | 5 | 2 | 3 | 14 | 9 | 11 | | | 8 | 8 | 20 | 70 | 3 | | 3 | | | | | 2 | 8 | 10.2 | 25 | | 18 | 27 | | | 5 | | | 3 | | |
| Bristol High School | 8 | P | 370 | 66 | 42 | 24 | 8 | 16 | 54 | 23 | 36 | 15 | 56 | 54 | 3 | 123 | 364 | 15 | 6 | | 3 | 3 | 14 | | 9 | 50 | 12.1 | 55 | 48 | 202 | 59 | | | 12 | | 38 | | | |
| Virginia Intermont High School | 8 | Pr | 76 | 7 | 4 | 4 | 1 | 2 | 9 | 6 | 3 | 3 | 4 | 11 | 3 | 11 | 50 | 3 | 3 | | | | | | | 6 | 10.7 | 9 | 9 | 32 | | | | 6 | | | | | |
| Charlottesville | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lane High School | 7 | P | 433 | 55 | 36 | 36 | 16 | 34 | 69 | 12 | 27 | 3 | 40 | 111 | 19 | 153 | 434 | 30 | | 9 | | 24 | 26 | 6 | 19 | 116 | 21.1 | 181 | 231 | 15 | 7 | | | 99 | 17 | | | | |
| Chatham | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hargrave Military Academy | 8 | Pr | 140 | 25 | 23 | 19 | 14 | 33 | 45 | 5 | 21 | | 18 | 46 | 9 | 39 | 183 | 12 | 3 | 7 | | 33 | 35 | 12 | 19 | 121 | 39.8 | 139 | | 15 | 29 | | | 106 | | | 10 | | |
| Pittsylvania High School | 7 | P | 134 | 15 | 10 | 8 | 6 | 9 | 24 | 6 | 6 | 3 | 13 | 17 | 9 | 11 | 88 | 3 | 3 | 6 | 3 | 3 | 4 | | 6 | 28 | 24.1 | 64 | 13 | 6 | 5 | | | 15 | 4 | 6 | 3 | | |
| Christchurch School | 7 | Pr | 38 | 1 | 1 | 1 | 1 | 4 | | | | | | | | | | 3 | | | 3 | 3 | 6 | | | 15 | 100. | | | | | | | 15 | | | | | |
| Clintwood | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Dickenson Memorial High School | 7 | P | 109 | 20 | 10 | 10 | 5 | 11 | 22 | 14 | 14 | | 8 | 28 | | 14 | 100 | 6 | | 9 | | 9 | 18 | | 3 | 45 | 31.. | 20 | | 80 | | | | 36 | | 9 | | | |
| Crewe High School | 7 | P | 176 | 12 | 8 | 8 | 3 | 5 | 12 | 3 | 13 | | 6 | 28 | 3 | 44 | 108 | 6 | | | 3 | 4 | 5 | | | 18 | 14.3 | 7 | 92 | 9 | | | | 8 | 3 | 7 | | | |
| Culpeper High School | 7 | P | 161 | 23 | 13 | 13 | 4 | 9 | 30 | 21 | 18 | 9 | 19 | 28 | 3 | 39 | 167 | 6 | | | | 5 | 11 | | 13 | 35 | 17.3 | 74 | 32 | 61 | | | | 35 | | | | | |
| Danville | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Averett Junior College H. S. | 7 | Pr | 53 | 8 | 7 | 5 | 2 | 3 | 9 | 13 | 6 | 10 | 4 | 5 | 3 | 23 | 73 | 3 | | | | 4 | | | 3 | 10 | 12. | 16 | | 41 | 16 | | | | | 10 | | | |
| George Washington High School | 7 | P | 581 | 54 | 31 | 26 | 10 | 13 | 55 | 21 | 35 | 9 | 53 | 58 | 14 | 173 | 418 | 11 | | 3 | | 10 | 4 | 9 | 2 | 39 | 8.5 | 223 | 117 | 78 | | | | 24 | 11 | 4 | | | |

# VIRGINIA—*(Continued)*

| YEAR 1926-27 STATE VIRGINIA (Cont.) NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Danville Military Institute | 7 | Pr | 105 | 1[illegible] | 7 | 6 | 4 | 7 | 13 | | 3 | 8 | 9 | [illegible] | 15 | 12 | 66 | 3 | | 5 | 3 | 8 | 10 | | 3 | 32 | 32.6 | 66 | | | | | | 32 | | | | | |
| Randolph Macon Institute | 7 | Pr | 77 | 4 | 4 | 4 | 2 | 4 | 12 | 3 | 9 | 6 | 3 | 3 | 3 | 11 | 50 | | 3 | | | 7 | 3 | | | 13 | 20.6 | 50 | | | | | | 13 | | | | | |
| Emporia | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Greenville County High School | 7 | P | 195 | 51 | 19 | 18 | 9 | 19 | 39 | 9 | 25 | 3 | 8 | 31 | 6 | 108 | 229 | 15 | | 6 | | 19 | 9 | 3 | 15 | 67 | 22.6 | 43 | 154 | 32 | | | | 22 | 45 | | | | |
| Farmville High School | 7 | P | 169 | 15 | 8 | 8 | 4 | 9 | 9 | 5 | 6 | | 6 | 21 | 2 | 34 | 83 | 12 | | 3 | | 6 | 7 | | 12 | 40 | 32.5 | 26 | 57 | | | | | 16 | 24 | | | | |
| Fentress | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Great Bridge High School | 7 | P | 81 | 16 | 8 | 8 | 4 | 7 | 15 | 6 | | 3 | 6 | 19 | | 61 | 110 | 6 | 3 | | 6 | 6 | | | | 21 | 16.1 | 33 | 77 | | | | | 18 | 3 | | | | |
| Fork Union Military Academy | 8 | Pr | 148 | 25 | 23 | 20 | 16 | 35 | 27 | 6 | 22 | | 24 | 58 | 6 | 47 | 190 | 30 | 7 | 3 | 6 | 26 | 11 | 6 | 27 | 116 | 37.9 | 180 | | | 10 | | | 102 | | | 14 | | |
| Hampton High School | 7 | P | 562 | 56 | 34 | 33 | 9 | 11 | 90 | 25 | 33 | 15 | 44 | 58 | 10 | 220 | 495 | 14 | | | 3 | 3 | 14 | | 7 | 41 | 7.6 | 213 | 268 | 14 | | | | 23 | 13 | 5 | | | |
| Harrisonburg High School | 8 | P | 239 | 24 | 16 | 16 | 0 | 0 | 48 | 12 | 12 | 3 | 51 | 26 | 9 | 105 | 266 | | | | | | | | | | 0. | 75 | 143 | 32 | | | 16 | | | | | | | |
| Holland High School | 7 | P | 99 | 13 | 10 | 6 | 2 | 3 | 6 | | | | 3 | 14 | 6 | 49 | 78 | 6 | | | | 3 | | | | 9 | 10.3 | 46 | 32 | | | | | 9 | | | | | |
| Hopewell High School | 7 | P | 278 | 14 | 1 | 1 | 0 | 0 | | | | | | | | 16 | 16 | | | | | | | | | | | | 16 | | | | | | | | | | | |
| Lexington | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| High School | 7 | P | 118 | 15 | 8 | 6 | 5 | 6 | 9 | 15 | | 6 | 15 | 14 | | 25 | 84 | 9 | 3 | 3 | | | | | 1 | 16 | 16. | 30 | 39 | 15 | | | | 7 | 9 | | | | |
| Lynchburg | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| E. C. Glass High School | 7 | P | 1337 | 140 | 74 | 70 | 21 | 35 | 156 | 71 | 93 | 36 | 197 | 176 | 18 | 289 | 1036 | 21 | 3 | 9 | 15 | 31 | 13 | | 10 | 102 | 8.9 | 671 | 315 | 16 | 34 | | | 90 | 12 | | | | |
| Virginia Episcopal School | 7 | Pr | 138 | 14 | 14 | 14 | 9 | 19 | 24 | 15 | 12 | 6 | 24 | 35 | 3 | 13 | 132 | 12 | | 9 | | 6 | 30 | 3 | 15 | 75 | 36.2 | 132 | | | | | | 75 | | | | | |
| Manassas High School | 8 | P | 179 | 24 | 8 | 8 | 2 | 4 | 18 | 12 | 12 | 9 | 15 | 14 | | 25 | 105 | 3 | | | 6 | 2 | | | | 11 | 9.5 | 83 | 16 | | 6 | | | 11 | | | | | |
| The Swavely School - Manassas | 8 | Pr | 77 | 4 | 4 | 4 | 1 | 1 | 12 | 9 | 3 | | 9 | 10 | 29 | 10 | 62 | | | | | | | | 4 | 4 | 6.1 | | | | 62 | | | 4 | | | | | |
| Marion High School | 7 | P | 148 | 30 | 20 | 20 | 7 | 9 | 56 | 32 | 18 | 9 | 44 | 53 | | 85 | 297 | 12 | | 3 | | | 9 | | 3 | 27 | 8.3 | 117 | | 180 | | | | 12 | | 15 | | | |
| Morrison High School | 7 | P | 173 | 36 | 8 | 7 | 4 | 7 | 15 | 6 | 6 | 3 | 3 | 15 | 6 | 26 | 80 | 6 | | 4 | | 6 | 7 | | 3 | 26 | 24.5 | 31 | 10 | 39 | | | | 16 | 6 | 4 | | | |
| Newport News High School | 7 | P | 995 | 154 | 47 | 47 | 19 | 39 | 99 | 39 | 36 | 12 | 49 | 125 | 9 | 282 | 651 | 39 | | 12 | 3 | 34 | 35 | 3 | 16 | 142 | 17.8 | 321 | 291 | 18 | | | 21 | 94 | | 48 | | | |
| Norfolk | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maury High School | 7 | P | 2038 | 339 | 157 | 157 | 36 | 59 | 380 | 105 | 128 | 67 | 318 | 386 | 73 | 865 | 2322 | 33 | 3 | 10 | 9 | 38 | 53 | 9 | 48 | 203 | 8.1 | 1229 | 779 | 172 | 123 | | 19 | 154 | 21 | 17 | 11 | | |
| Oceana High School | 7 | P | 86 | 15 | 11 | 8 | 4 | 8 | 15 | 3 | 12 | | 15 | 16 | | 38 | 100 | 9 | | 4 | | 6 | 6 | | 9 | 34 | 25.4 | 39 | 29 | 17 | | | 15 | 31 | 3 | | | | |
| Petersburg High School | 7 | P | 917 | 79 | 44 | 41 | 2 | 3 | 95 | 36 | 42 | 36 | 86 | 88 | 30 | 243 | 656 | 3 | | | | | | 3 | 3 | 9 | 1.3 | 413 | 225 | 16 | | | | 9 | | | | | |
| Portsmouth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

# VIRGINIA—*(Continued)*

| YEAR 1926-27 STATE VIRGINIA (Cont.) NAME OF SECONDARY SCHOOL | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Woodrow Wilson High School | 7 | P | 1418 | 164 | 71 | 64 | 30 | 42 | 116 | 10 | 61 | 6 | 119 | 109 | 12 | 463 | 896 | 42 | 10 | 6 | 5 | 12 | 37 | 9 | 18 | 139 | 13.4 | 425 | 426 | 34 | 11 | | | 87 | 35 | 12 | 5 | | |
| Potomac | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| George Mason High School | 7 | P | 300 | 12 | 3 | 3 | 1 | 1 | 9 | 3 | 6 | | 6 | | | 8 | 32 | | | | | 3 | | | | 3 | 8.6 | | | | 32 | | | | | | 3 | | |
| Pulaski High School | 7 | P | 246 | 30 | 21 | 15 | 6 | 11 | 33 | 9 | 10 | 6 | 34 | 48 | | 70 | 207 | 12 | | | | 21 | 5 | | 5 | 43 | 17.2 | 138 | | 69 | | | | 40 | | 3 | | | |
| Richmond | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Collegiate School for Girls | 8 | Pr | 151 | 21 | 9 | 9 | 2 | 3 | 24 | 21 | 21 | 15 | 9 | 8 | 1 | 26 | 125 | 3 | 6 | | | | | | | 9 | 6.7 | 29 | 32 | 64 | | | | | | 9 | | | |
| John Marshall High School | 7 | P | 2434 | 396 | 204 | 177 | 53 | 75 | 432 | 167 | 236 | 90 | 390 | 502 | 108 | 547 | 2474 | 56 | 9 | 15 | | 60 | 72 | 12 | 24 | 254 | 9.3 | 1662 | 469 | 311 | 12 | 20 | | 189 | 56 | 9 | | | |
| St. Catherine's High School | 8 | Pr | 100 | 15 | 11 | 9 | 2 | 3 | 26 | 18 | 23 | 23 | 12 | 9 | 6 | 13 | 130 | | 3 | | | 3 | 3 | | | 9 | 6.5 | 60 | | 15 | 55 | | | 3 | | | 6 | | |
| St. Christopher's School | 8 | Pr | 90 | 15 | 12 | 12 | 4 | 8 | 35 | 25 | 19 | 9 | 32 | 16 | 6 | 8 | 155 | 6 | 3 | | 3 | | 12 | | 6 | 30 | 16.1 | 140 | | | 15 | | | 30 | | | | | |
| Roanoke | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Jefferson Senior High School | 7 | P | 1326 | 269 | 136 | 127 | 48 | 95 | 287 | 92 | 121 | 64 | 241 | 334 | 49 | 596 | 1784 | 59 | 30 | 15 | 18 | 54 | 52 | 18 | 30 | 276 | 13.4 | 754 | 577 | 439 | 14 | | | 164 | 44 | 44 | 24 | | |
| South Boston High School | 7 | P | 175 | 29 | 14 | 14 | 5 | 8 | 30 | 9 | 21 | 9 | 27 | 19 | 8 | 71 | 194 | 6 | | 3 | | 5 | 15 | | 3 | 32 | 14.1 | 133 | 62 | | | | | 32 | | | | | |
| Staunton | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Military Academy | 8 | Pr | 640 | 99 | 76 | 55 | 29 | 55 | 139 | 45 | 72 | 15 | 110 | 107 | 21 | 222 | 736 | 33 | 22 | | 3 | 29 | 38 | 15 | 31 | 171 | 18.8 | 190 | | | 528 | | 18 | 45 | | | 120 | | |
| R. E. Lee High School | 7 | P | 280 | 32 | 19 | 16 | 2 | 6 | 41 | 22 | 28 | 9 | 39 | 39 | 5 | 61 | 244 | 6 | | 3 | | 3 | 12 | | 6 | 30 | 10.9 | 148 | 18 | 81 | | | | 30 | | | | | |
| Suffolk High School | 8 | P | 175 | 30 | 20 | 19 | 8 | 14 | 30 | 21 | 17 | 3 | 42 | 23 | | 124 | 260 | 15 | | 3 | | 7 | 3 | | 17 | 45 | 14.7 | 115 | 115 | 30 | | | | 21 | 21 | 3 | | | |
| Waynesboro | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fishburne Military School | 8 | Pr | 150 | 33 | 27 | 25 | 19 | 44 | 37 | 21 | 48 | | 18 | 31 | 12 | 61 | 228 | 23 | 8 | 10 | | 37 | 36 | 16 | 30 | 166 | 42.1 | 176 | | | 53 | | | 130 | | | 36 | | |
| West Point High School | 7 | P | 103 | 12 | 5 | 4 | 0 | 0 | 12 | 3 | 6 | 3 | 6 | 3 | | 31 | 64 | | | | | | | | | | 0. | 48 | | | 16 | | | | | | | | |
| Whitmell | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Whitmell Farm Life High School | 7 | P | 105 | 13 | 4 | 3 | 1 | 1 | 3 | | 3 | | | 10 | | 30 | 46 | | | | | | | | 3 | 3 | 6.1 | 17 | 29 | | | | | | 3 | | | | |
| Williamsburg High School | 7 | P | 112 | 15 | 7 | 6 | 5 | 13 | 9 | 10 | 3 | 4 | 6 | 1 | | 23 | 56 | 9 | 3 | 3 | 6 | 9 | 10 | | 1 | 41 | 42.2 | 38 | | 18 | | | | 41 | | | | | |
| Winchester | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Handley High School | 8 | P | 595 | 62 | 13 | 12 | 3 | 3 | 36 | 9 | 12 | 6 | 32 | 45 | 12 | 32 | 184 | | | 3 | | | 6 | | | 9 | 4.1 | 154 | 30 | | | | | 9 | | | | | |
| Shenandoah Valley Academy | 8 | Pr | 104 | 23 | 13 | 13 | 11 | 18 | 27 | 9 | 21 | 3 | 39 | 25 | 6 | 26 | 156 | 15 | 13 | 14 | | 3 | 9 | 6 | 8 | 68 | 30.2 | 120 | | | 36 | | | 60 | | | 8 | | |
| Woodberry Forest School | 7 | Pr | 200 | 30 | 29 | 29 | 11 | 21 | 77 | 66 | 34 | 12 | 52 | 77 | 30 | 48 | 401 | 12 | 3 | | 3 | 19 | 30 | | 24 | 91 | 18.5 | 363 | | | 38 | | | 65 | | | 26 | | |

# VIRGINIA—*(Continued)*

| YEAR 1926-27 | Grades in Elementary School | Public or Private | Total Enrollment | Number Graduated | Number entered college | Number Reported | Number Failed | Number Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Per Cent Semester Hours Failed | Semester Hours Passed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' | Semester Hours Failed in Colleges: In Southern Association Territory: A | B | C | Outside Southern Association Territory: A' | B' | C' |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| STATE: VIRGINIA (Cont.) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NAME OF SECONDARY SCHOOL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL | | | 20869 | 2556 | 1576 | 1411 | 544 | 988 | 3170 | 1221 | 1539 | 593 | 2595 | 3325 | 613 | 6105 | 19161 | 735 | 189 | 220 | 113 | 647 | 794 | 142 | 537 | 3377 | | 10164 | 5031 | 2516 | 1541 | 20 | 89 | 2471 | 382 | 310 | 314 | | |
| PER CENT OF TOTAL | | | | | | | | | | | | | | | | | | 18.8 | 13.4 | 12.5 | 16. | 19.9 | 19.2 | 16.1 | 8.1 | | 15. | 45.2 | 22.4 | 11.1 | 5.9 | .1 | .3 | 10.5 | 1.7 | 1.4 | 1.4 | | |
| GRAND TOTAL | | | 259846 | 37177 | 19270 | 16855 | 6511 | 11690 | 43696 | 16211 | 20969 | 5214 | 26580 | 36865 | 10277 | 68123 | 230465 | 6787 | 3201 | 3033 | 749 | 8173 | 8934 | 2706 | 6192 | 39775 | | 156207 | 89667 | 37364 | 6857 | 226 | 1144 | 31165 | 3349 | 3991 | 1183 | 20 | 67 |
| PER CENT OF GRAND TOTAL | | | | | | | | | | | | | | | | | | 13.4 | 16.5 | 12.7 | 12.5 | 22.3 | 19.5 | 19.9 | 8.3 | | 14.7 | 57.8 | 10.6 | 13.8 | 2.5 | .09 | .5 | 11.5 | 1.2 | 1.4 | .5 | .007 | .02 |

In order to give the reader some idea of the size of the secondary schools of the Association, Table III is presented below:

TABLE III

Showing the Size of the Secondary Schools Included in this Report

| STATE | Number Schools | Under 100 | 100-199 | 200-499 | 500-999 | 1,000-1,999 | 2,000 and Over |
|---|---|---|---|---|---|---|---|
| Alabama | 59 | 7 | 19 | 25 | 3 | 4 | 1 |
| Florida | 85 | 23 | 30 | 24 | 3 | 5 | |
| Georgia | 82 | 7 | 37 | 28 | 10 | | |
| Kentucky | 97 | 24 | 36 | 28 | 6 | 3 | |
| Louisiana | 89 | 22 | 38 | 20 | 7 | 2 | |
| Mississippi | 46 | 14 | 16 | 14 | 2 | | |
| North Carolina | 76 | 13 | 21 | 31 | 9 | 2 | |
| South Carolina | 49 | 3 | 19 | 24 | 2 | 1 | |
| Tennessee | 69 | 16 | 27 | 16 | 6 | 4 | |
| Texas | 132 | 15 | 36 | 44 | 22 | 14 | 1 |
| Virginia | 60 | 8 | 31 | 10 | 7 | 3 | 1 |
| Total | 844 | 152 | 310 | 264 | 77 | 38 | 3 |
| Per Cent of Total | | 17.9 | 36.7 | 31.5 | 9.1 | 4.5 | .3 |

It is evident the secondary schools of the Association are not large. Of the 844 schools, 152, or 17.9% of them, enroll under 100 pupils; 310, or 36.7%, enroll between 100 and 199 pupils; 264 schools, or 31.5% of them, enroll between 200 and 499 pupils; 77 schools, or 9.1% of them, enroll between 500 and 999 pupils; and only 41 schools, or 4.8% of them, enroll 1,000 or more pupils. In fact, only three schools enroll over 2,000 in the whole Association. This report for last year showed there were seven schools with over 2,000 enrollment. The tendency seems distinctly away from the big high school. When the enrollment goes beyond twelve or fiteen hundred, the tendency seems to be to divide the school. Dallas, Texas, is a good illustration of the tendency among the four year high schools. Instead of having one huge plant for several thousand pupils, it has six schools placed strategically over the city with enrollments running from 413 in the smallest to 1,720 in the largest. Miami, Florida, is a good illustration of the tendency among southern cities where the Junior High School is found. In this city one large high school of a few years ago has given way to seven junior high schools of grades 7-8-9, and four senior high schools of grades 10-11-12. One of these two principles of development is found in practically every southern city. It is evident that the South does not believe there is any special virtue in the large high school.

In order to give the reader a still better general understanding of the report, the three following tables are presented. Table IV shows the total enrollment of all the schools; number graduated, number entered college, number reported on, etc. Table V shows the number of secondary schools built on a seven or an eight grade elementary school; number of public and private schools; and the types of higher institutions where students attend, both inside and out of the Southern Association territory. Table VI shows the percentage of work passed and failed in each type of higher institution. Tables IV, V and VI follow:

TABLE IV.

Showing some of the General Features of the Report.

| States | Number Schools | Total Enrollment | Number Graduated | Number Entered College | Number Reported | Number Failed | Number Courses Failed | % Semester Hours Failed |
|---|---|---|---|---|---|---|---|---|
| Ala. | 59 | 20861 | 3132 | 1350 | 1236 | 532 | 978 | 14.8 |
| Fla. | 85 | 23422 | 3198 | 1395 | 1234 | 444 | 786 | 13. |
| Ga. | 82 | 21709 | 2613 | 1968 | 1825 | 646 | 1127 | 13.3 |
| Ky. | 97 | 23744 | 3360 | 1570 | 1232 | 438 | 753 | 13.6 |
| La. | 89 | 20781 | 3117 | 1358 | 1192 | 477 | 899 | 16.4 |
| Miss. | 46 | 10967 | 1478 | 892 | 807 | 287 | 472 | 11.9 |
| N. C. | 76 | 23561 | 2959 | 1704 | 1397 | 565 | 966 | 15.4 |
| S. C. | 49 | 13478 | 1953 | 1271 | 1102 | 451 | 931 | 16.1 |
| Tenn. | 69 | 19165 | 3111 | 1418 | 1266 | 516 | 922 | 14.9 |
| Texas | 132 | 61289 | 9700 | 4768 | 4153 | 1611 | 2868 | 15.5 |
| Va. | 60 | 20869 | 2556 | 1576 | 1411 | 544 | 988 | 15. |
| Total | 844 | 259846 | 37177 | 19270 | 16855 | 6511 | 11690 | 14.7 |

TABLE V.

Showing Grades in Elementary School; Classification of Institutions of Higher Learning Where Graduates of Secondary Schools Attend; Percentages of Failure by Classes of Higher Institutions; etc.

| STATES | Number of Schools | Grades in Elementary School | | Type of School | | Number Students Reported | Colleges Where Students Attend: In Southern Association Territory | | | Outside Southern Association Territory | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 7 | 8 | Pub. | Pri. | | A | B | C | A′ | B′ | C′ |
| Alabama | 59 | 6 | 53 | 48 | 11 | 1236 | 1006 | 111 | 107 | 12 | | |
| Florida | 85 | 0 | 85 | 79 | 6 | 1234 | 855 | 223 | 77 | 69 | 1 | 9 |
| Georgia | 82 | 72 | 10 | 68 | 14 | 1825 | 1234 | 240 | 322 | 23 | 2 | 4 |
| Kentucky | 97 | 2 | 95 | 70 | 27 | 1232 | 748 | 93 | 258 | 119 | 5 | 9 |
| Louisiana | 89 | 79 | 10 | 80 | 9 | 1192 | 996 | 96 | 67 | 20 | 4 | 9 |
| Mississippi | 46 | 0 | 46 | 42 | 4 | 807 | 553 | 102 | 128 | 17 | | 7 |
| North Carolina | 76 | 66 | 10 | 65 | 11 | 1397 | 916 | 108 | 350 | 17 | | 6 |
| South Carolina | 49 | 46 | 3 | 44 | 5 | 1102 | 793 | 191 | 107 | 9 | | 2 |
| Tennessee | 69 | 2 | 67 | 42 | 27 | 1266 | 880 | 112 | 221 | 42 | 2 | 9 |
| Texas | 132 | 127 | 5 | 121 | 11 | 4153 | 2792 | 409 | 871 | 63 | 1 | 17 |
| Virginia | 60 | 44 | 16 | 40 | 20 | 1411 | 766 | 349 | 187 | 104 | 1 | 4 |
| Total | 844 | 444 | 400 | 699 | 145 | 16855 | 11539 | 2034 | 2695 | 495 | 16 | 76 |
| % of Total Enrollment in Each Type of School | —— | 57.7 | 42.3 | 92.6 | 7.4 | | 68.5 | 12.2 | 15.9 | 2.9 | .1 | .4 |
| % of Semester Hours Failed in Type of Higher Institution | —— | 14.8 | 14.5 | 14.1 | 19.5 | | 16.6 | 10.4 | 9.6 | 14.7 | 8.1 | 5.5 |
| % of Each Type of School Represented | —— | 52.6 | 47.4 | 82.8 | 17.2 | | | | | | | |

TABLE VI.

Showing Percentages of Semester Hours Passed and Failed in Higher Institutions Both In and Outside of the Southern Association Territory

| STATES | Semester Hours Passed In Colleges | | | | | | Semester Hours Failed In Colleges | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | In Southern Association Territory | | | Outside Southern Association Territory | | | In Southern Association Territory | | | Outside Southern Association Territory | | |
| | A | B | C | A′ | B′ | C′ | A | B | C | A′ | B′ | C′ |
| Ala. | 68.6 | 7.6 | 8.1 | .9 | | | 13.3 | .5 | .9 | .1 | | |
| Fla. | 61.3 | 14.9 | 5.3 | 4.8 | .08 | .6 | 9.9 | 1.5 | .6 | .9 | | .1 |
| Ga. | 59.5 | 11.4 | 14.7 | .9 | .1 | .2 | 9.6 | 1.2 | 2.2 | .2 | .05 | .05 |
| Ky. | 51.1 | 5.5 | 19.3 | 9.2 | .4 | .9 | 10.4 | .2 | 1.5 | 1.4 | .05 | .03 |
| La. | 68.7 | 7.4 | 5.2 | 1.3 | .3 | .7 | 14.7 | 1.1 | .4 | .2 | | |
| Miss | 60. | 11.1 | 14.2 | 1.9 | | .9 | 9.4 | 1.4 | .9 | .2 | | |
| N. C. | 52.6 | 7.2 | 23.3 | 1.1 | | .4 | 12.6 | .7 | 1.9 | .1 | | .06 |
| S. C. | 59.4 | 15.1 | 8.4 | .7 | | .3 | 12.1 | 2.7 | 1.2 | .1 | | |
| Tenn. | 57.3 | 8.4 | 15.6 | 3.2 | .08 | .6 | 12.3 | .8 | 1.2 | .5 | .02 | .04 |
| Texas | 56.6 | 8.6 | 17.5 | 1.3 | .03 | .4 | 11.7 | 1.5 | 2.1 | .2 | | .02 |
| Va. | 45.2 | 22.4 | 11.1 | 5.9 | .1 | .3 | 10.5 | 1.7 | 1.4 | 1.4 | | |
| Total | 57.8 | 10.6 | 13.8 | 2.5 | .09 | .5 | 11.5 | 1.2 | 1.4 | .5 | .007 | .02 |

Table V shows that only 3.4% of all the student went out of the Southern Association territory to college; that 57.7% of the secondary schools are built on a seven grade elementary school; and that 17.2% of the secondary schools are private, enrolling 7.4% of all the pupils.

Table VII below shows a still further analysis of the study. It gives data on public and private schools; and failures by various size high schools.

TABLE VII

Showing a Summary of the Study

| | Number Schools | Total Enrollment | Number of Graduates | Number Entering College | Number Reported | Number Failed | No. Courses Failed | % Semester Hours Failed |
|---|---|---|---|---|---|---|---|---|
| Grand Total | 844 | 259846 | 37177 | 19270 | 16855 | 6511 | 11690 | 14.7 |
| I. Type Secondary School | | | | | | | | |
| (a) Public | 699 | 240680 | 33633 | 16900 | 14955 | 5572 | 9933 | 14.1 |
| (b) Private | 145 | 19166 | 3544 | 2370 | 1900 | 939 | 1757 | 19.5 |
| II. Grades in Ele. School | | | | | | | | |
| (a) Seven | 444 | 149811 | 22750 | 11471 | 10222 | 3881 | 6986 | 14.8 |
| (b) Eight | 400 | 110035 | 14427 | 7799 | 6633 | 2630 | 4704 | 14.5 |
| III. Schools Classified as to Enrollment | | | | | | | | |
| (a) Under 100 | 152 | 10611 | 1596 | 1034 | 850 | 326 | 587 | 14.4 |
| (b) 100 to 199 | 310 | 40515 | 6330 | 3341 | 2892 | 1194 | 2161 | 16.2 |
| (c) 200 to 499 | 264 | 83458 | 11635 | 6295 | 5428 | 2133 | 3880 | 14.9 |
| (d) 500 to 1000 | 77 | 52294 | 6984 | 3685 | 3310 | 1189 | 2090 | 13.5 |
| (e) Over 1000 | 41 | 72968 | 10632 | 4915 | 4375 | 1669 | 2972 | 14.5 |
| IV. Schools Classified in Other Groups | | | | | | | | |
| (a) Small Schools Under 200 | 462 | 10611 | 1596 | 1034 | 850 | 326 | 587 | 15.7 |
| (b) Medium Sized H. S. 200 to 499 | 264 | 83458 | 11635 | 6295 | 5428 | 2133 | 3880 | 15.3 |
| (c) Large High Schools Over 500 | 118 | 125262 | 17616 | 8600 | 7685 | 2858 | 5062 | 14.1 |

In order to make the study as helpful as possible, the three comparisons made in the last six reports are continued this year. They are as follows:

1. How do graduates of private secondary schools succeed in college as compared with graduates of public secondary schools?

2. How do graduates of secondary schools built on a seven grade elementary school succeed in college as compared with graduates of secondary schools built on an eight grade elementary school?

3. Does the size of the secondary school from which the pupils graduates bear any relation to his success in his freshman year in college?

To answer the first two of the queries, Table VIII has been prepared. It follows:

TABLE VIII

Showing a Comparison of the Percentages of Courses Failed in High Schools Built on a 7 and 8-Grade Elementary School; Also Between Public and Private Secondary Schools

| YEARS | Grades in Elementary School 7-Grade | 8-Grade | Type of Secondary School Public | Private |
|---|---|---|---|---|
| 1921-1922 | 12.8 | 12.2 | 11.9 | 17. |
| 1922-1923 | 12.5 | 9.8 | 10.9 | 15.5 |
| 1923-1924 | 13.2 | 11.4 | 12.2 | 15.4 |
| 1924-1925 | 14.3 | 13.5 | 13.7 | 15.9 |
| 1925-1926 | 12.9 | 13.8 | 13.2 | 15.4 |
| 1926-1927 | 14.8 | 14.5 | 14.1 | 19.5 |
| Arithmetic Average | 13.4 | 12.5 | 12.7 | 16.5 |

Although there is some fluctuation from year to year, the general ratio of failures between public and private schools remains nearly constant. It is approximately the ratio of 12 to 16 over a period of six years in favor of the public schools.

The percentages of failures are approximately the same for seven and eight grade elementary schools. The advantage over a six year period is slightly in favor of the eight grade school but the difference is too small to be of importance.

The rise of the Junior High School is going to influence the grade arrangement in the near future. In the states with the 8-4 plan of organization the junior high school will produce the 6-3-3 school, while the results will vary in the 7-4 plans of organization.

For example, in Alabama, which is largely a 7-4 State, the tendency seems to be to insert another grade in the junior high school level and thus have the 6-3-3 plan. In Houston, Texas, another 7-4 organization, formerly the junior high school, is resulting in a 5-3-3 scheme of organization. It is the hope of the writer that soon the effect of the junior high school organization can be studied in this report.

To answer the third of these queries raised above, namely, does the size of the secondary school from which the pupil graduates bear any relation to his success in his freshman year in college. Table IX has been prepared. The question is often asked, what is the most efficient size of high school? Many educators feel that the small high school with opportunity for personal touch is best, while others feel that the large cosmopolitan high school stands first. It is the purpose of Table IX below to see objectively which is best, if judged by the way the graduates succeed in college. Table IX follows:

TABLE IX

Showing Percentages of Failures According to Various Sized High Schools

| | 1921 1922 | 1922 1923 | 1923 1924 | 1924 1025 | 1925 1926 | 1926 1927 | Arithmetical Average |
|---|---|---|---|---|---|---|---|
| Below 99 | 12. | 11.5 | 12. | 15.9 | 15.1 | 14.4 | 13.5 |
| 100 to 199 | 13.3 | 14.1 | 13.2 | 14.8 | 13. | 16.2 | 14.1 |
| 200 to 499 | 11. | 10.5 | 12.8 | 15.1 | 14.7 | 14.9 | 13.2 |
| 500 to 999 | 13. | 12.3 | 11.2 | 12.9 | 12.8 | 13.5 | 12.6 |
| Over 1,000 | 14. | 10.6 | 12.7 | 12.5 | 12.5 | 14.5 | 12.8 |
| I. Small High School Under 200 | 13.1 | 12.6 | 12.9 | 15. | 13.4 | 15.7 | 13.8 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| II. Medium H. S. | | | | | | | |
| 200 to 499 | 11. | 10.5 | 12.8 | 15.1 | 14.7 | 15.3 | 13.2 |
| III. Large H. S. | | | | | | | |
| 500 and Over | 13.6 | 11.4 | 12.1 | 12.7 | 12.6 | 14.1 | 12.8 |

A comparison of failures by size of high schools over a six year period shows there is very little difference among them. For instance, the high schools enrolling over 1,000 failed .1% this year more than the high schools enrolling under 100 pupils. But when we strike an average for the six years there is only the slightest difference in favor of the large high school. These deductions are not in harmony with the views of many educators who feel sure of the superior value of the large high school.

Table X below gives the failures for certain subjects by States. It also gives totals showing the whole amount of failures by subjects for the whole Association.

Table XI gives the failures over a period of six years and the rank of each State each year. Tables X and XI follow:

TABLE X

Showing Percentages of Semester Hours of Freshman Failures in Certain Subjects Classified by States. Fall 1926-27

| STATE | English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Percent Semester Hours Failed | Rank |
|---|---|---|---|---|---|---|---|---|---|---|
| Alabama | 14.4 | 23.2 | 10.7 | 14.4 | 23.3 | 17.9 | 20.7 | 6.1 | 14.8 | 5 |
| Florida | 10.7 | 11.2 | 10.1 | 8.6 | 20.7 | 17.1 | 17. | 10. | 13. | 2 |
| Georgia | 10.7 | 16.1 | 11.4 | 10. | 22.5 | 19. | 25.1 | 6.9 | 13.3 | 3 |
| Kentucky | 15.1 | 12.3 | 14.9 | 9.9 | 19.3 | 15.8 | 25.3 | 7.5 | 13.6 | 4 |
| Louisiana | 13.3 | 14.1 | 17.4 | 13.1 | 24.8 | 22.8 | 19. | 7.4 | 16.4 | 11 |
| Mississippi | 8.9 | 13.4 | 10. | 7.9 | 20. | 19.4 | 18.5 | 5.6 | 11.9 | 1 |
| North Carolina | 12.2 | 19.3 | 15.7 | 21.3 | 22.2 | 18.4 | 25.5 | 8.5 | 15.4 | 8 |
| South Carolina | 14.5 | 21.7 | 16.6 | 10.3 | 20.7 | 20.3 | 23.7 | 7.4 | 16.1 | 10 |
| Tennessee | 11.8 | 14.4 | 11.8 | 10.4 | 21.2 | 19.9 | 21.4 | 11.3 | 14.9 | 6 |
| Texas | 14.5 | 16.1 | 11.3 | 11.8 | 24.3 | 20.7 | 15.9 | 9.4 | 15.5 | 9 |
| *Virginia | 18.8 | 13.4 | 12.5 | 16. | 19.9 | 19.2 | 16.1 | 8.1 | 15. | 7 |
| Per cent of Total | 13.4 | 16.5 | 12.7 | 12.5 | 22.3 | 19.5 | 19.9 | 8.3 | 14.7 | |

## TABLE XI

Showing Comparative Rank of Each State Over a Six-Year Period of Failures

| STATES | 1921-22 | | 1922-23 | | 1923-24 | | 1025-26 | | 1924-25 | | 1926-27 | | Average 6 Years | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | % Courses Failed | State Rank | % Courses Failed | State Rank | % Courses Failed | State Rank | % Courses Failed | State Rank | % Courses Failed | State Rank | % Courses Failed | State Rank | % Courses Failed | State Rank |
| Alabama | 15.1 | 10 | 11.1 | 7 | 12.2 | 3 | 11.2 | 2 | 11.8 | 2 | 14.8 | 5 | 12.7 | 4 |
| *Arkansas | ** | — | 7.8 | 2 | 7.2 | 1 | ** | — | — | — | — | — | — | — |
| Florida | 9.1 | 2 | 7.7 | 1 | 10.3 | 4 | 14.8 | 11 | 13.9 | 6 | 13. | 2 | 11.4 | 2 |
| Georgia | 13.1 | 6 | 15.9 | 11 | 13.8 | 11 | 14.5 | 8 | 15.6 | 10 | 13.3 | 3 | 14.4 | 9 |
| Kentucky | 11.8 | 3 | ** | — | 9.3 | 2 | 10.7 | 1 | 9.9 | 1 | 13.6 | 4 | 11.1 | 1 |
| Louisiana | 17. | 11 | 10.8 | 5 | 13.3 | 10 | 12.7 | 3 | 15.3 | 8 | 16.4 | 11 | 14.3 | 8 |
| Mississippi | 18.8 | 12 | 15.9 | 12 | 15.2 | 13 | 13.5 | 5 | 13.8 | 5 | 11.9 | 1 | 14.8 | 11 |
| North Carolina | 14.1 | 8 | 14.3 | 9 | 12.2 | 6 | 14.6 | 9 | 17.4 | 11 | 15.4 | 8 | 14.7 | 10 |
| South Carolina | 11.9 | 4 | 15.8 | 10 | 12.5 | 7 | 14.1 | 7 | 14.6 | 7 | 16.1 | 10 | 14.2 | 7 |
| Tennessee | 7.4 | 1 | 13.7 | 8 | 12.1 | 5 | 13.9 | 6 | 12.9 | 3 | 14.9 | 6 | 12.5 | 3 |
| Texas | 13.1 | 7 | 10.2 | 4 | 12.8 | 8 | 14.7 | 10 | 13.4 | 4 | 15.5 | 9 | 13.3 | 5 |
| Virginia | 12.2 | 5 | 11. | 6 | 14.4 | 12 | 14.9 | 12 | 15.4 | 9 | 15. | 7 | 13.8 | 6 |
| West Virginia | 14.1 | 9 | 8.8 | 3 | 12.9 | 9 | 12.9 | 4 | — | — | — | — | — | — |
| Total for all States | 12.6 | — | 11.4 | — | 12.6 | — | 13.8 | — | 14. | — | 14.7 | — | 13.4 | — |

*Withdrawn from Association **No Report

Table X shows that failures in mathematics are decidedly the highest, followed by Spanish and science.

Table XI shows one striking thing and that relates to the State of Mississippi. For 1921, 22 and 23 it held the place at the foot of the ladder; for 1924 and 25 it rose to the rank of fifth place; while in this report it holds first place with the smallest percentages of failures.

## SUMMARY OF FAILURES IN SECONDARY SCHOOLS

1. The Southern Association seems to be tending away from the large high school. The following data show what the situation is:

| Year | Largest School | Number Schools Enrolling Over 2000 |
|---|---|---|
| 1922-23 | 2850 | 3 |
| 1923-24 | 3178 | 7 |
| 1924-25 | 2766 | 9 |
| 1925-26 | 2741 | 4 |
| 1926-27 | 2821 | 3 |

2. 57.7% of the Secondary Schools are built on the 7-grade elementary school and enroll 52.6% of the pupils.

3. 42.3% of the Secondary Schools are built on the 8-grade elementary school and enroll 47.4% of the pupils.

4. 17.2% of the Secondary Schools are private and enroll 7.4% of the pupils.

5. Only 3.6% of all the graduates attend colleges outside of the Southern Association territory.

6. The size of the high school a pupil graduates from has very little influence upon his success in college. Over a period of six years the small high school enrolling under 200 failed 13.8%; the medium sized high school enrolling between 200 and 499 failed 13.2%; and the large high school enrolling over 500 failed 12.8% of the work. There is a slight difference in favor of the large high school, but not enough difference to be of any importance.

7. Over a six year period there is practically no difference between the failures in secondary schools built on a seven or an eight grade elementary school. There is a slight difference in favor of the eight grade elementary school.

8. The failures for the public high school for this report is 14.1% and 19.5% for the private secondary schools. Over a six year period the percentages of semester hour failures are 16.5% for the private secondary schools, and 12.7% for the public high schools.

9. A study of the failures for thirty-three military schools of this report shows that as a group they failed 28.8% of all the semester hours pursued. This is two and a fourth times as much as the failures for the public high schools.

10. Mathematics has the greatest percentage of failures, 22.3%, and "other subjects" has the least with 8.3% failures. Mathematics is followed by Spanish with 19.9% failures and science with 19.5% follows.

## PART II.

## FAILURES IN HIGHER INSTITUTIONS

The last three of the reports on College Freshmen Grades have studied failures in Colleges. The report of 1925 carried this statement as to why the failures in colleges were included in the report.

"For several years the secondary school men have been suggesting that a study be made of failures in higher institutions. Many of them have insisted that their reports depended very largely upon the particular higher institutions their graduates attended. Many have gone so far as to insist that if they had it in their power to select the higher institutions their graduates attended, they could practically eliminate their percentage of failures. They contended that there is practically no uniformity of grading among higher institutions and consequently that a criticism of the secondary school upon its failures is in many cases unfair."

The two preceding reports have proven so fruitful and interesting that this report also embraces the higher institutions. For purposes of comparatvie study the higher institutions are grouped as follows:

1. All Universities irrespective of classification.

2. All Schools of Technology.

3. All Teacher Training Institutions.

4. All Colleges grouped as follows:
a. Member colleges and also four year non-member colleges.
b. Member Junior Colleges.
c. All other two, three or four year colleges that are not included in a, b, or c above.

5. Miscellaneous:

A′ All higher institutions outside of the Southern Association territory that are accredited by some regional standardizing agency.

B′ All higher institutions outside of Southern Association territory that correspondent to the four year non-member list of the Southern Association.

C′ All other higher institutions outside the Southern Association not included in A′ or B′ above.

Only totals are given for numbers 5 and 4c above. This is necessitated in order to save printing costs. States are ignored and higher institutions are alphabetized under each group.

Table XII carrying the data by institutions of higher learning follows:

# TABLE XII

## Showing Semester Hours Passed and Failed in Higher Institutions. Fall Semester 1926-27

| YEAR 1926-27 / NAME OF HIGHER INSTITUTION | Class of Institution | Total Enrollment | Number of Students Reported | Number of Students Failed | Per Cent of Students Failed One Or More Courses | Number of Courses Failed | PER CENT OF COURSES FAILED | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Total Semester Hours Carried | Per Cent Semester Hours Failed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I. UNIVERSITIES | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Alabama, University of | A | 2464 | 221 | 92 | 41.6 | 184 | | 681 | 165 | 240 | 33 | 479 | 354 | 225 | 109 | 3168 | 46 | 39 | 24 | | 116 | 51 | 96 | 120 | 492 | 3660 | 13.4 |
| Baylor University | A | | 210 | 47 | 22.4 | 61 | | 665 | 220 | 230 | 30 | 370 | 275 | 257 | 810 | 2857 | 150 | 5 | 20 | 10 | 5 | 40 | 20 | 71 | 321 | 3178 | 10.1 |
| Chattanooga, University of | A | 397 | 63 | 38 | 60.3 | 75 | | 144 | 85 | 33 | 20 | 41 | 105 | 6 | 236 | 670 | 33 | 20 | 15 | 16 | 18 | 40 | 19 | 61 | 222 | 892 | 24.9 |
| Cumberland University | C | | 23 | 5 | 21.7 | 6 | | 60 | 33 | 24 | 18 | 55 | 36 | 9 | 104 | 339 | 3 | | 3 | | 4 | | | 11 | 21 | 360 | 5.8 |
| Duke University | A | 170 | 170 | 85 | 50. | 146 | | 462 | 27 | 360 | 54 | 339 | 268 | 12 | 582 | 2104 | 51 | 51 | 36 | 24 | 128 | 60 | 9 | 105 | 464 | 2568 | 18.1 |
| Dallas University | C | | 1 | 0 | 0. | 0 | | 3 | | 7 | 3 | 3 | | | 2 | 14 | | | | | | | | | | 14 | 0. |
| Emory University | A | 1072 | 186 | 43 | 23.1 | 56 | | 300 | 105 | 15 | 55 | 95 | 550 | 111 | 925 | 2456 | | 55 | 5 | | 45 | 90 | 20 | 80 | 295 | 2751 | 10.7 |
| Florida, University of | A | 1967 | 361 | 210 | 58.2 | 404 | | 962 | 207 | 225 | 37 | 714 | 841 | 245 | 1644 | 4875 | 244 | 48 | 21 | 21 | 222 | 352 | 147 | 329 | 1384 | 6259 | 22.1 |
| Furman University | A | 527 | 47 | 26 | 55.3 | 55 | | 126 | 48 | 9 | 21 | 99 | 148 | 3 | 187 | 641 | 15 | 45 | 3 | | 33 | 56 | 13 | 11 | 175 | 816 | 21.4 |
| Georgia, University of | A | | 204 | 81 | 39.7 | 106 | | 507 | 213 | 420 | 98 | 429 | 271 | 153 | 741 | 2832 | 15 | 42 | 51 | 9 | 103 | 130 | 66 | 14 | 420 | 3262 | 13.1 |
| Johns Hopkins University | A | 1671 | 3 | 2 | 66.6 | 3 | | 6 | 8 | 6 | | 4 | | | 7 | 31 | 6 | | | | 4 | | | 2 | 10 | 41 | 24.4 |
| Kentucky, University of | A | 2153 | 301 | 141 | 46.8 | 252 | | 657 | 132 | 126 | 46 | 537 | 669 | 99 | 1999 | 4265 | 269 | 12 | 15 | | 185 | 215 | 33 | 185 | 914 | 5179 | 17.6 |
| Lincoln Memorial University | C | 177 | 5 | 1 | 20. | 1 | | 19 | 3 | 16 | 4 | 6 | 7 | 4 | 12 | 72 | | | | | 4 | | | | 4 | 76 | 5.2 |
| Louisiana State University | A | | 225 | 126 | 56. | 230 | | 516 | 231 | 207 | | 480 | 808 | 75 | 764 | 3081 | 126 | 21 | 96 | 3 | 182 | 236 | 18 | 101 | 783 | 3864 | 20.3 |
| University of Louisville | A | 1310 | 148 | 72 | 48.6 | 140 | | 306 | 153 | 210 | 36 | 284 | 380 | 54 | 234 | 1657 | 120 | 42 | 90 | 3 | 75 | 68 | 45 | 21 | 464 | 2121 | 21.8 |
| Loyola University | B | 239 | 33 | 10 | 30.3 | 18 | | 120 | 17 | 51 | 36 | 63 | 73 | 49 | 180 | 589 | 8 | 3 | | 4 | 2 | 25 | | 36 | 78 | 667 | 11.7 |
| Mercer University | A | | 74 | 25 | 33.7 | 46 | | 196 | 85 | 70 | 25 | 142 | 135 | 100 | 232 | 985 | 35 | 40 | 5 | | 34 | 5 | 25 | 18 | 162 | 1147 | 14.1 |
| Miami, University of | C | | 37 | 15 | 40.5 | 25 | | 126 | 24 | 43 | 6 | 8 | 58 | 31 | 166 | 462 | 15 | 6 | 20 | | | 12 | | 28 | 82 | 544 | 15.1 |
| Mississippi, University of | A | | 97 | 39 | 40.2 | 64 | | 237 | 99 | 162 | 13 | 178 | 293 | 43 | 416 | 1446 | 33 | 6 | 36 | 3 | 65 | 22 | 21 | 17 | 203 | 1649 | 12.3 |
| Missouri, University of | A | | 11 | 5 | 45.4 | 8 | | 24 | 5 | 2 | | 5 | 39 | 20 | 48 | 143 | 6 | | | | | 8 | 5 | 9 | 28 | 171 | 16.3 |
| North Carolina, University of | A | 2466 | 257 | 152 | 59.1 | 238 | | 456 | 390 | 500 | 35 | 626 | 569 | 165 | 261 | 3002 | 127 | 90 | 195 | 25 | 296 | 159 | 110 | 84 | 1166 | 4188 | 28.3 |
| Oglethorpe University | C | 400 | 55 | 25 | 45.4 | 39 | | 135 | 62 | 51 | 6 | 66 | 86 | 45 | 257 | 708 | 21 | | 6 | | 9 | 9 | 9 | 68 | 122 | 830 | 14.7 |
| Richmond, University of | A | 533 | 90 | 44 | 48.9 | 78 | | 225 | 81 | 186 | 15 | 160 | 225 | 61 | 149 | 1122 | 45 | | 6 | 3 | 75 | 85 | 24 | 50 | 294 | 1416 | 20.7 |
| Rice Institute | A | | 237 | 93 | 40. | 165 | | 636 | 342 | 381 | | 503 | 130 | 129 | 385 | 3515 | 72 | 6 | 21 | | 201 | 208 | 28 | 62 | 598 | 4113 | 14.5 |
| South Carolina, University of | A | 1557 | 134 | 75 | 56. | 182 | | 332 | 141 | 216 | 54 | 306 | 335 | 72 | 371 | 1827 | 60 | 66 | 63 | 3 | 133 | 178 | 21 | 55 | 578 | 2405 | 24. |
| Southern Methodist University | A | 3083 | 310 | 150 | 48.4 | 292 | | 705 | 147 | 369 | 51 | 459 | 614 | 330 | 972 | 3647 | 216 | 42 | 72 | | 222 | 177 | 57 | 132 | 918 | 4565 | 20.1 |
| Southwestern University, Tenn. | A | | 82 | 35 | 42.7 | 66 | | 204 | 126 | 201 | 27 | 136 | 85 | 27 | 243 | 1051 | 42 | 31 | 30 | | 54 | 30 | 6 | 33 | 226 | 1277 | 17.7 |

## TABLE XII—*(Continued)*

| YEAR 1926-27 / NAME OF HIGHER INSTITUTION | Class of Institution | Total Enrollment | Number of Students Reported | Number of Students Failed | Per Cent of Students Failed One | Number of Courses Failed | Per Cent of Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Total Semester Hours Carried | Per Cent Semester Hours Failed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I. UNIVERSITIES | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Southwestern University, Texas | A | | 46 | 16 | 34.8 | 34 | | 123 | 35 | 86 | 15 | 93 | 16 | 70 | 153 | 591 | 11 | 25 | 18 | | 30 | 20 | 25 | 10 | 139 | 730 | 19. |
| St. Edwards University | C | 144 | 20 | 4 | 20. | 4 | | 72 | 6 | 39 | 3 | 33 | 45 | 42 | 130 | 370 | | | | | 6 | | | 10 | 16 | 386 | 4.1 |
| Stetson University | B | 626 | 47 | 12 | 25.5 | 13 | | 205 | 40 | | 45 | 55 | 100 | 60 | 165 | 670 | | | | | 25 | 20 | 5 | 13 | 63 | 733 | 8.6 |
| Tennessee, University of | A | 2363 | 324 | 163 | 50.3 | 292 | | 807 | 255 | 444 | 30 | 532 | 986 | 129 | 185 | 4366 | 135 | 51 | 78 | | 209 | 268 | 69 | 186 | 996 | 5362 | 18.5 |
| Texas, University of | A | | 608 | 347 | 57.1 | 714 | | 1369 | 285 | 794 | 61 | 918 | 1673 | 538 | 908 | 6545 | 463 | 87 | 174 | 9 | 447 | 541 | 250 | 283 | 2254 | 8799 | 25.6 |
| Texas Christian University | A | | 166 | 57 | 34.3 | 84 | | 423 | 14 | 141 | 12 | 276 | 294 | 198 | 600 | 2058 | 66 | 36 | 12 | | 27 | 33 | 60 | 66 | 300 | 2358 | 12.7 |
| Transylvania University | A | 331 | 31 | 10 | 32.2 | 13 | | 90 | 67 | 3 | 10 | 54 | 120 | 9 | 106 | 459 | 3 | | | 4 | 8 | 4 | 9 | 10 | 38 | 497 | 7.6 |
| Trinity University | A | | 23 | 8 | 34.8 | 10 | | 60 | 15 | 24 | | 42 | 16 | 43 | 128 | 328 | 6 | 3 | 3 | | 10 | 10 | | | 32 | 360 | 8.9 |
| Tulane University | A | 2927 | 343 | 195 | 56.8 | 431 | | 789 | 390 | 318 | 294 | 470 | 925 | 246 | 701 | 4133 | 237 | 93 | 108 | 46 | 395 | 683 | 108 | 91 | 1761 | 5894 | 29.8 |
| Union University | B | | 8 | 0 | 0. | 0 | | 21 | 17 | 9 | | 16 | 13 | 6 | 49 | 131 | | | | | | | | | | 131 | 0. |
| University of the South | A | 300 | 33 | 16 | 48.5 | 29 | | 84 | 35 | 3 | 40 | 75 | 52 | 54 | 130 | 473 | 15 | 18 | 12 | 12 | 10 | 8 | 11 | 14 | 100 | 573 | 17.4 |
| Vanderbilt University | A | | 172 | 69 | 40.1 | 127 | | 453 | 184 | 80 | 144 | 426 | 175 | 108 | 615 | 2192 | 57 | 60 | 3 | 15 | 85 | 36 | 27 | 109 | 392 | 2584 | 15.1 |
| Virginia, University of | A | | 194 | 125 | 64.4 | 292 | | 339 | 99 | 54 | 39 | 230 | 667 | 126 | 294 | 1848 | 192 | 45 | 72 | 21 | 174 | 402 | 42 | 188 | 1136 | 2984 | 36.1 |
| Washington and Lee University | A | | 113 | 54 | 47.8 | 103 | | 312 | 75 | 264 | 9 | 246 | 393 | 105 | 173 | 1577 | 21 | 18 | 21 | 3 | 96 | 50 | 54 | 22 | 285 | 1862 | 15.3 |
| West Virginia, University of | A | | 5 | 4 | 80. | 7 | | 12 | 10 | 5 | 10 | 3 | 12 | | 6 | 58 | 9 | | | | 3 | 4 | 5 | 2 | 22 | 80 | 27.5 |
| TOTALS | | | 5716 | 2717 | | 5093 | | 13869 | 5076 | 6626 | 1440 | 10060 | 13647 | 4079 | 18361 | 73358 | 2972 | 1806 | 1334 | 234 | 3738 | 4335 | 1456 | 2713 | 17988 | 91346 | |
| PER CENT OF TOTALS | | | | | 47.5 | | | | | | | | | | | | 17.6 | 19.2 | 16.7 | 14. | 27.1 | 23.8 | 26.3 | 12.8 | | | 19.7 |

# TABLE XII—*(Continued)*

| YEAR 1926-27 / NAME OF HIGHER INSTITUTION | Class of Institution | Total Enrollment | Number of Students Reported | Number of Students Failed | Per Cent of Students Failed | Number of Courses Failed | Per Cent of Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Total Semester Hours Carried | Per Cent Semester Hours Failed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| II COLLEGES | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Abilene Christian College | B | | 35 | 4 | 11.4 | 6 | | 99 | | 20 | 25 | 65 | 39 | 25 | 283 | 556 | 6 | | | | 9 | | | 3 | 18 | 574 | 3.1 |
| Agnes Scott College | A | 550 | 103 | 38 | 37. | 84 | | 257 | 261 | 111 | 223 | 234 | 165 | 15 | 19 | 1285 | 48 | 18 | 27 | 45 | 42 | 30 | 15 | 1 | 226 | 1511 | 14.9 |
| Alabama College, Montevallo | A | 722 | 87 | 29 | 33.3 | 39 | | 228 | 60 | 94 | | 72 | 198 | 24 | 693 | 1369 | 33 | 9 | 6 | | 15 | 12 | 12 | 28 | 115 | 1484 | 7.7 |
| Asbury College | B | | 24 | 2 | 8.3 | 6 | | 59 | 21 | 34 | 9 | 12 | 49 | 25 | 109 | 318 | 3 | 3 | 3 | | | 4 | 3 | 3 | 19 | 337 | 5.6 |
| Athens Female College | B | | 16 | 9 | 56.3 | 10 | | 48 | 24 | 3 | 27 | 22 | 24 | 15 | 79 | 242 | | 3 | | | 14 | 4 | 6 | | 27 | 269 | 10. |
| Austin College | B | 364 | 47 | 27 | 57.4 | 62 | | 120 | 45 | 51 | 9 | 63 | 128 | 39 | 182 | 637 | 24 | 18 | 12 | | 69 | 44 | 6 | 23 | 196 | 833 | 23.5 |
| Baylor College for Women | A | 875 | 186 | 35 | 18.8 | 46 | | 495 | 110 | 247 | 55 | 235 | 215 | 265 | 835 | 2457 | 105 | 15 | 30 | | 10 | 15 | 5 | 55 | 235 | 2692 | 8.7 |
| Belhaven College | B | 262 | 20 | 10 | 50. | 13 | | 77 | 27 | 15 | 15 | 49 | 18 | 3 | 91 | 291 | 2 | 3 | 9 | 12 | 5 | 3 | | 1 | 36 | 327 | 11. |
| Berea College | A | | 59 | 30 | 50.8 | 44 | | 119 | 140 | 63 | 4 | 56 | 190 | | 235 | 797 | 8 | 32 | | 2 | 7 | 52 | | 45 | 146 | 943 | 15.5 |
| Bessie Tift College | B | | 50 | 10 | 20. | 15 | | 135 | 72 | 87 | 12 | 45 | 168 | 48 | 153 | 720 | 12 | 6 | 6 | | 3 | 11 | 3 | 3 | 44 | 764 | 5.7 |
| Bethany College | A | 320 | 1 | 0 | 0. | 0 | | 3 | 4 | 4 | | 4 | | | 1 | 16 | | | | | | | | | 0 | 16 | 0. |
| Birmingham-Southern College | A | 1038 | 197 | 105 | 53.8 | 140 | | 516 | 183 | 408 | 24 | 405 | 621 | 141 | 117 | 2415 | 90 | 111 | 66 | 6 | 168 | 227 | 57 | 25 | 750 | 3165 | 23.7 |
| Blue Mountain College | B | | 14 | 1 | 7.1 | 2 | | 42 | 17 | 21 | 3 | 3 | 26 | | 109 | 221 | | 2 | | | | 3 | | | 5 | 226 | 2.2 |
| Brenau College | B | 592 | 129 | 39 | 30.2 | 73 | | 300 | 171 | 210 | 6 | 51 | 185 | 69 | 667 | 1659 | 45 | 36 | 65 | 3 | 3 | 46 | 12 | 36 | 246 | 1905 | 12.9 |
| Bridgewater College | A | 210 | 18 | 8 | 44.4 | 14 | | 48 | 39 | | | 33 | 68 | | 58 | 246 | 6 | 12 | | | 12 | 7 | | 5 | 42 | 288 | 14.6 |
| Carson and Newman College | B | | 16 | 5 | 31.2 | 8 | | 36 | 15 | 21 | 21 | 21 | 15 | 3 | 89 | 221 | 12 | | | | 3 | 3 | | 6 | 24 | 245 | 9.9 |
| Centenary College | A | 500 | 90 | 33 | 36.7 | 52 | | 246 | 99 | 180 | 21 | 192 | 420 | 60 | 101 | 1319 | 18 | 30 | 3 | 6 | 43 | 45 | 21 | 11 | 177 | 1496 | 11.8 |
| Centre College | A | 257 | 31 | 14 | 45.2 | 20 | | 93 | 42 | 57 | 9 | 72 | 116 | 15 | 27 | 431 | | 12 | 6 | 3 | 7 | 8 | 12 | 15 | 63 | 494 | 12.8 |
| Charleston, The College of | A | | 42 | 30 | 71.4 | 67 | | 78 | 45 | 36 | 16 | 75 | 167 | 39 | 13 | 469 | 51 | 18 | 30 | 8 | 30 | 65 | 12 | 6 | 226 | 695 | 32.5 |
| Chicora College | B | 242 | 20 | 4 | 20. | 4 | | 60 | 57 | | 21 | 48 | 30 | | 70 | 292 | | 3 | | | 6 | 3 | | | 12 | 304 | 3.9 |
| Coker College | A | 250 | 31 | 15 | 48.4 | 33 | | 75 | 21 | 45 | 30 | 33 | 51 | 27 | 117 | 399 | 21 | 3 | 3 | | 30 | 18 | 9 | 11 | 101 | 500 | 20.2 |
| Columbia College | B | 352 | 27 | 14 | 51.8 | 22 | | 51 | 63 | 54 | 12 | 45 | 9 | | 96 | 330 | 30 | 18 | 3 | | 3 | 12 | | | 66 | 396 | 16.6 |
| Converse College | A | 474 | 119 | 51 | 42.9 | 82 | | 326 | 252 | 3 | 126 | 228 | 186 | 51 | 446 | 1618 | 31 | 75 | 3 | 27 | 33 | 27 | 3 | 39 | 239 | 1856 | 12.8 |
| Daniel Baker College | B | | 26 | 0 | 0. | 0 | | 78 | 12 | 30 | 6 | 6 | 15 | 57 | 174 | 378 | | | | | | | | | 0 | 378 | 0. |
| Davidson College | A | 642 | 104 | 37 | 35.6 | 70 | | 279 | 87 | 84 | 48 | 279 | 160 | 96 | 542 | 1575 | 33 | 36 | 3 | | 33 | 12 | 36 | 59 | 212 | 1787 | 11.8 |
| Elon College | A | 435 | 18 | 8 | 44.4 | 13 | | 48 | 24 | 9 | 6 | 10 | 15 | 12 | 96 | 228 | 6 | | 6 | | 12 | 12 | | 3 | 39 | 267 | 14.6 |
| Emory and Henry College | A | | 11 | 0 | 0. | 0 | | 55 | 10 | 5 | 5 | 35 | | | 21 | 131 | | | | | | | | | 0 | 131 | 0. |

# TABLE XII—*(Continued)*

| YEAR 1926-27 — NAME OF HIGHER INSTITUTION | Class of Institution | Total Enrollment | Number of Students Reported | Number of Students Failed | Per Cent of Students Failed | Number of Courses Failed | Per Cent of Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Total Semester Hours Carried | Per Cent Semester Hours Failed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| II COLLEGES | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Erskine College | A | 181 | 22 | 9 | 40.9 | 18 | | 63 | 15 | 42 | 21 | 48 | 74 | 27 | 41 | 331 | 3 | | 9 | | 18 | 7 | 6 | 9 | 52 | 383 | 13.6 |
| Florida State College for Women | A | | 346 | 75 | 21.7 | 110 | | 966 | 340 | 414 | 76 | 123 | 726 | 498 | 183 | 4976 | 69 | 42 | 42 | | 12 | 33 | 33 | 85 | 316 | 5292 | 5.9 |
| Georgia State College for Women | A | 1078 | 175 | 16 | 9.1 | 18 | | 285 | 45 | 20 | 32 | 24 | 520 | | 2287 | 3213 | 6 | | | | | 20 | | 41 | 67 | 3280 | 2.4 |
| Goucher College | A | 1050 | 29 | 7 | 24.1 | 11 | | 87 | 75 | 78 | 12 | 30 | 57 | 6 | 55 | 400 | | 6 | 6 | | 3 | 15 | | 3 | 33 | 433 | 7.6 |
| Georgetown College | A | 471 | 69 | 37 | 53.6 | 58 | | 177 | 102 | | 45 | 138 | 192 | 43 | 230 | 927 | 33 | 6 | | 21 | 57 | 46 | 12 | 1 | 176 | 1103 | 15.9 |
| Greensboro College | A | 296 | 23 | 5 | 21.7 | 10 | | 63 | 42 | 54 | 9 | 57 | 64 | 18 | 51 | 358 | 6 | | 9 | | 9 | | 6 | | 30 | 388 | 7.7 |
| Greenville Womans College | B | 366 | 33 | 16 | 48.4 | 41 | | 72 | 75 | 6 | 21 | 45 | 54 | | 114 | 387 | 27 | 18 | | 18 | 30 | 24 | | 6 | 123 | 510 | 24.1 |
| Grenada College | B | | 26 | 12 | 46.2 | 26 | | 86 | 45 | 27 | 3 | 45 | 7 | 9 | 114 | 338 | 20 | 16 | 12 | | 3 | 9 | | 21 | 80 | 418 | 19.1 |
| Guilford College | A | 269 | 6 | 4 | 66.7 | 9 | | 15 | 9 | 6 | | 6 | 4 | | 18 | 58 | 3 | 6 | 3 | | 6 | 3 | | 6 | 27 | 85 | 31.8 |
| Hampden Sidney College | A | | 28 | 11 | 39.3 | 25 | | 63 | 36 | 16 | 24 | 69 | 64 | 25 | 67 | 366 | 18 | 3 | | 3 | 15 | 12 | 2 | 29 | 82 | 448 | 18.3 |
| Hollins College | B | 361 | 71 | 29 | 40.9 | 44 | | 201 | 135 | 78 | 114 | 78 | 171 | | 224 | 1001 | 15 | 39 | 6 | 15 | 6 | 51 | 4 | 7 | 143 | 1144 | 12.5 |
| Howard College | A | 770 | 123 | 53 | 43.1 | 102 | | 306 | 234 | 165 | 21 | 273 | 324 | 15 | 207 | 1545 | 63 | 87 | 27 | 6 | 36 | 57 | 12 | 24 | 312 | 1857 | 16.7 |
| Howard Payne College | B | 392 | 7 | 1 | 14.3 | 2 | | 39 | | 6 | | 30 | | | 21 | 96 | | | | | | 3 | | 6 | 9 | 105 | 8.6 |
| Incarnate Word College | A | 294 | 43 | 5 | 11.9 | 5 | | 102 | 21 | 51 | 9 | 63 | 57 | 60 | 147 | 510 | | | 6 | | 9 | | | | 15 | 525 | 2.8 |
| Judson College | A | 281 | 37 | 13 | 35.1 | 22 | | 99 | 48 | 75 | 27 | 33 | 56 | 30 | 101 | 469 | 9 | 12 | 12 | 6 | 12 | 16 | 3 | | 70 | 539 | 12.9 |
| Kentucky Wesleyan College | B | 362 | 52 | 5 | 9.6 | 5 | | 150 | 51 | 18 | 15 | 51 | 63 | 39 | 63 | 450 | | | 3 | | | 6 | 6 | | 15 | 465 | 3.3 |
| Lady of the Lake College | A | 257 | 21 | 5 | 23.8 | 7 | | 57 | 33 | 12 | 3 | 24 | 32 | 126 | 21 | 308 | | 6 | | | 9 | | | 5 | 20 | 328 | 6.1 |
| La Grange College | B | 148 | 18 | 3 | 16.7 | 3 | | 65 | 36 | 3 | 30 | 42 | 21 | 6 | 57 | 260 | | 6 | | 3 | | | | | 9 | 269 | 3.3 |
| Lenoir College | B | 317 | 11 | 3 | 27.3 | 3 | | 27 | 24 | 27 | 4 | 33 | 36 | 3 | 32 | 186 | 6 | | | | | 4 | | | 10 | 196 | 5.1 |
| Louisiana College | A | | 48 | 10 | 20.8 | 18 | | 117 | 45 | 48 | 18 | 120 | 138 | 48 | 117 | 651 | 9 | 3 | 9 | 3 | 12 | 6 | 6 | 9 | 57 | 708 | 8.1 |
| Lynchburg College | B | 205 | 11 | 2 | 18.8 | 2 | | 30 | 16 | 6 | 9 | 21 | 42 | 8 | 37 | 169 | | | | | 6 | | | | 6 | 175 | 3.4 |
| Marshall College | A | 1174 | 1 | 1 | 100. | 2 | | | | | | | 8 | | | 8 | 3 | | | | | 5 | | | 8 | 16 | 50. |
| Maryville College | A | 765 | 67 | 24 | 35.8 | 46 | | 175 | 99 | 3 | 42 | 72 | 168 | 111 | 270 | 940 | 37 | 12 | | 3 | 21 | 33 | 9 | 24 | 139 | 1079 | 12.9 |
| Meredith College | A | 485 | 52 | 25 | 48.1 | 56 | | 123 | 108 | 111 | 27 | 28 | 76 | | 152 | 625 | 33 | 21 | 24 | 21 | 30 | 31 | | 16 | 176 | 801 | 21.9 |
| Milligan College | B | | 16 | 4 | 25. | 11 | | 39 | 6 | 8 | 2 | 21 | 32 | 6 | 104 | 218 | 9 | | 6 | | 6 | 4 | 3 | 9 | 37 | 255 | 14.5 |
| Millsaps College | A | | 68 | 15 | 22.1 | 24 | | 192 | 81 | 144 | 117 | 177 | 21 | 78 | 142 | 953 | 15 | 9 | 9 | | 24 | 4 | 9 | 3 | 73 | 1026 | 7.1 |
| Mississippi College, Clinton | A | 535 | 40 | 20 | 50. | 28 | | 119 | 42 | 69 | 9 | 54 | 106 | 50 | 77 | 526 | 15 | 6 | 18 | 3 | 12 | 24 | 3 | 3 | 84 | 610 | 13.7 |

# TABLE XII—*(Continued)*

| YEAR 1926-27 | | | | | | | | Semester Hours Passed in | | | | | | | | | Semester Hours Failed in | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NAME OF HIGHER INSTITUTION | Class of Institution | Total Enrollment | Number of Students Reported | Number of Students Failed | Per Cent of Students Failed | Number of Courses Failed | Per Cent of Courses Failed | English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Total Semester Hours Carried | Per Cent Semester Hours Failed |
| II COLLEGES | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mississippi State Col. for Women | A | | 162 | 60 | 37. | 101 | | 626 | 195 | 420 | 36 | 30 | 52 | 129 | 182 | 2170 | 22 | 24 | 63 | 3 | 12 | 16 | 42 | 7 | 289 | 2459 | 11.7 |
| Mississippi Womans College | A | 361 | 20 | 8 | 40. | 14 | | 51 | 12 | 48 | 6 | 18 | 75 | 9 | 44 | 263 | 9 | 10 | | | 3 | 15 | | 2 | 47 | 310 | 15.1 |
| North Carolina State Col for Women | A | 1629 | 237 | 91 | 38.4 | 143 | | 662 | 273 | 378 | 30 | 90 | 383 | 144 | 1055 | 3015 | 81 | 66 | 66 | 3 | 12 | 82 | 24 | 83 | 417 | 3432 | 12.2 |
| Piedmont College | B | 192 | 17 | 4 | 23.5 | 9 | | 45 | 21 | 30 | 9 | 24 | 34 | 3 | 80 | 246 | 6 | 3 | 3 | | 6 | | 3 | 9 | 30 | 276 | 10.8 |
| Presbyterian College of South Carolina | A | 276 | 34 | 11 | 32.3 | 19 | | 90 | 86 | | 9 | 98 | 81 | | 128 | 492 | 6 | 6 | | | 24 | 21 | | 7 | 64 | 556 | 11.5 |
| Queens College | B | 349 | 40 | 15 | 37.5 | 25 | | 108 | 69 | 8 | 36 | 114 | 58 | 30 | 172 | 595 | 12 | 3 | | 12 | 8 | 28 | 9 | 9 | 81 | 676 | 12. |
| Randolph-Macon Womans College | A | 835 | 142 | 68 | 47.9 | 149 | | 363 | 162 | 204 | 297 | 362 | 231 | 21 | 106 | 1746 | 60 | 48 | 30 | 65 | 154 | 49 | 6 | 32 | 444 | 2190 | 20.3 |
| Rollins College | B | 285 | 50 | 13 | 26. | 21 | | 128 | 53 | 79 | 23 | 51 | 39 | 27 | 242 | 642 | 15 | 3 | 6 | 3 | 9 | 12 | 3 | 12 | 63 | 705 | 9. |
| Roanoke College | B | | 21 | 7 | 33.3 | 15 | | 54 | 30 | 42 | 6 | 51 | 65 | 18 | 31 | 297 | 12 | 3 | 12 | 3 | 3 | 3 | 3 | 6 | 45 | 342 | 13.1 |
| Salem College | A | 300 | 75 | 28 | 37.3 | 47 | | 192 | 144 | 165 | 111 | 126 | 36 | 27 | 250 | 1051 | 30 | 18 | 9 | 24 | 9 | 29 | 18 | 25 | 156 | 1207 | 12.9 |
| Shorter College | A | 298 | 59 | 11 | 19.9 | 17 | | 155 | 205 | 180 | 15 | 175 | 30 | 40 | | 800 | 5 | 5 | 10 | | 25 | 25 | | 15 | 85 | 885 | 9.6 |
| Simmons College | B | | 74 | 23 | 31.1 | 35 | | 195 | 25 | 155 | | 155 | 50 | 80 | 368 | 1028 | 21 | 20 | 15 | | 10 | 10 | 30 | 51 | 157 | 1185 | 13.4 |
| Southern College | B | | 73 | 20 | 16.4 | 36 | | 189 | 69 | 165 | 21 | 133 | 90 | 90 | 178 | 934 | 18 | 6 | 9 | | 45 | 14 | 12 | 6 | 110 | 1044 | 10.5 |
| Spring Hill College | A | 173 | 37 | 12 | 32.4 | 15 | | 115 | 24 | 8 | 12 | 60 | 80 | 54 | 220 | 573 | 3 | 6 | 3 | 3 | 3 | 16 | 6 | 10 | 50 | 623 | 8. |
| Sweet Briar College | A | 454 | 59 | 19 | 32.2 | 31 | | 162 | 144 | 153 | 84 | 93 | 160 | 12 | 37 | 845 | 15 | 18 | 15 | 3 | 6 | 16 | 3 | 6 | 82 | 927 | 8.8 |
| Tennessee College | B | | 18 | 1 | 5.5 | 1 | | 72 | 60 | 24 | 32 | 52 | | 12 | 81 | 333 | | | | | | | | 4 | 4 | 337 | 1.2 |
| Texas Presbyterian College | B | 100 | 7 | 0 | 0 | 0 | | 23 | | 6 | 3 | 9 | | 9 | 49 | 99 | | | | | | | | | | 99 | 0. |
| Texas Womans College | B | 475 | 62 | 24 | 38.7 | 34 | | 179 | 12 | 84 | 33 | 90 | 84 | 63 | 329 | 884 | 9 | 15 | 3 | 4 | 12 | 18 | 18 | 30 | 110 | 994 | 11.1 |
| Tusculum College | A | 204 | 5 | 1 | 20. | 3 | | 15 | 12 | 12 | 3 | 12 | 12 | | 4 | 70 | | | 3 | | 3 | 4 | | | 10 | 80 | 12.5 |
| Virginia Military Institute | A | 722 | 94 | 38 | 40.4 | 73 | | 198 | 126 | 237 | 6 | 450 | 24 | 162 | 72 | 1275 | 78 | 18 | 27 | 3 | 81 | 18 | 63 | 36 | 324 | 1599 | 20.2 |
| Wake Forest College | A | 718 | 39 | 20 | 51.3 | 37 | | 84 | 48 | 18 | 33 | 90 | 103 | 3 | 106 | 483 | 27 | 12 | 9 | 5 | 12 | 40 | | 15 | 120 | 603 | 19.9 |
| Wesleyan College | A | 394 | 72 | 29 | 40.2 | 61 | | 186 | 105 | 177 | 123 | | 15 | 69 | 202 | 877 | 27 | 27 | 36 | 48 | 3 | | 15 | 30 | 186 | 1057 | 17.6 |
| William and Mary College | A | 1077 | 101 | 43 | 42.5 | 77 | | 243 | 108 | 96 | 66 | 212 | 283 | 45 | 284 | 1338 | 60 | 6 | 21 | 33 | 45 | 63 | 6 | 16 | 250 | 1588 | 15.7 |
| Winthrop College | A | 1831 | 267 | 83 | 31.1 | 139 | | 690 | 71 | 6 | 111 | 687 | 664 | 54 | 100 | 3791 | 84 | 126 | | 6 | 36 | 60 | 6 | 65 | 383 | 4174 | 9.2 |
| Wofford College | A | | 33 | 12 | 36.3 | 23 | | 90 | 95 | | 42 | 75 | 14 | 56 | [illegible] | [illegible] | 9 | 24 | | 8 | 24 | | 4 | 4 | 73 | 533 | 13.7 |
| Womans College of Alabama | B | 625 | 92 | 21 | 22.8 | 25 | | 249 | 120 | 150 | 9 | 159 | 57 | 69 | 479 | [illegible] | 9 | 15 | 3 | | 30 | | 12 | 4 | 73 | 1365 | 5.3 |

# TABLE XII—*(Continued)*

| YEAR 1926-27 / NAME OF HIGHER INSTITUTION | Class of Institution | Total Enrollment | Number of Students Reported | Number of Students Failed | Per Cent of Students Failed | Number of Courses Failed | Per Cent of Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Total Semester Hours Carried | Per Cent Semester Hours Failed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Totals (80) | | | 4853 | 1630 | | 2881 | | 12855 | 6333 | 6880 | 2579 | 7518 | 9607 | 3462 | 17919 | 66484 | 1602 | 1244 | 831 | 440 | 1475 | 1715 | 609 | 1169 | 9085 | 75569 | |
| Per Cent of Totals | | | | | 33.5 | | | | | | | | | | | | 11.1 | 16.4 | 11.7 | 14.5 | 16.4 | 15.1 | 14.9 | 6.1 | | | 12.2 |
| C Colleges (98) | | | 1965 | 557 | | 922 | | 5497 | 2360 | 3216 | 715 | 2961 | 3530 | 1603 | 6720 | 26602 | 623 | 323 | 327 | 40 | 662 | 490 | 194 | 367 | 2926 | 29528 | |
| Per Cent of Total | | | | | 28.3 | | | | | | | | | | | | 10.2 | 12. | 9.2 | 5.3 | 15.8 | 12.2 | 10.8 | 5.2 | | | 9.9 |
| Grand Totals for all Colleges (178) | | | 6818 | 2187 | | 3803 | | 18352 | 8693 | 9436 | 3294 | 10479 | 13137 | 5065 | 24630 | 93086 | 2225 | 1567 | 1158 | 480 | 2037 | 2205 | 803 | 1536 | 12011 | 105097 | |
| Per Cent of Grand Totals | | | | | 32.1 | | | | | | | | | | | | 10.8 | 15.2 | 10.9 | 12.8 | 16.2 | 14.4 | 13.7 | 5.8 | | | 11.4 |
| **III. SCHOOLS OF TECHNOLOGY** | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A. & M. College, Georgia | C | 85 | 15 | 4 | 26.7 | 4 | | 62 | 3 | 39 | | 31 | 64 | 28 | 39 | 266 | | | | | 12 | | | | 12 | 278 | 4.3 |
| A. & M. College, Mississippi | A | | 90 | 47 | 52.2 | 82 | | 225 | 9 | 204 | | 183 | 254 | 3 | 518 | 1396 | 42 | | 6 | | 90 | 74 | | 39 | 251 | 1647 | 15.2 |
| A. & M. College, Texas | A | 2412 | 370 | 238 | 64.3 | 425 | | 1235 | 6 | 81 | 6 | 1173 | 1220 | 74 | 2136 | 5928 | 154 | 12 | 15 | 3 | 572 | 590 | 12 | 307 | 1665 | 7593 | 21.9 |
| Alabama Polytechnic Institute | A | 1633 | 271 | 112 | 45. | 222 | | 615 | 90 | 594 | | 815 | 844 | 30 | 1502 | 4490 | 177 | 21 | 14 | | 228 | 118 | 5 | 141 | 704 | 5194 | 13.5 |
| The Citadel | A | | 109 | 35 | 32.1 | 114 | | 270 | 25 | 264 | | 380 | 287 | | 303 | 1721 | 57 | 51 | 63 | | 160 | 86 | | 15 | 432 | 2153 | 20. |
| Clemson College | B | 1136 | 108 | 48 | 44.4 | 95 | | 270 | 12 | 288 | | 379 | 304 | | 530 | 1783 | 51 | 3 | 30 | | 96 | 76 | 3 | 41 | 306 | 2089 | 14.6 |
| College of Industrial Arts | A | 1679 | 234 | 90 | 38.4 | 144 | | 579 | 219 | 369 | 32 | 99 | 217 | 189 | 1541 | 3245 | 113 | 42 | 69 | 9 | 30 | 64 | 21 | 108 | 456 | 3701 | 12.3 |
| Georgia School of Technology | A | 2060 | 437 | 245 | 56.1 | 472 | | 1152 | 270 | 351 | | 528 | 818 | 372 | 2215 | 6706 | 153 | 99 | 39 | | 549 | 405 | 223 | 252 | 1722 | 8428 | 20.4 |
| Georgia State Col. of Agriculture | C | | 5 | 1 | 20. | 2 | | 12 | 3 | 9 | | 13 | 9 | 6 | 39 | 90 | 3 | | | | 3 | | | | 6 | 96 | 6.2 |
| Louisiana Polytechnic Institute | B | 770 | 56 | 21 | 37.5 | 35 | | 183 | 15 | 63 | | 90 | 236 | 21 | 212 | 820 | | 3 | 18 | | 36 | 42 | 3 | 22 | 124 | 944 | 13.1 |
| North Texas Agricultural College | C | | 14 | 5 | 35.7 | 13 | | 30 | 3 | 15 | | 24 | 20 | 3 | 95 | 190 | 12 | | 4 | | 9 | 8 | | 12 | 45 | 235 | 19.5 |
| Southwestern La. Indus. Inst. | A | | 156 | 52 | 34. | 73 | | 438 | 14 | 219 | 6 | 234 | 343 | 84 | 812 | 2251 | 30 | 12 | 36 | 3 | 21 | 89 | 15 | 27 | 233 | 2484 | 9.3 |

# TABLE XII—*(Continued)*

| YEAR 1926-27. NAME OF HIGHER INSTITUTION | Class of Institution | Total Enrollment | Number of Students Reported | Number of Students Failed | Per Cent of Students Failed | Number of Courses Failed | Per Cent of Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Total Semester Hours Carried | Per Cent Semester Hours Failed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I. UNIVERSITIES | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tarleton Agricultural College | C | 620 | 19 | 19 | 52.6 | 23 | | 37 | | 9 | | 48 | 40 | 9 | 150 | 293 | 18 | 3 | | | 15 | 48 | 6 | 5 | 95 | 388 | 24.6 |
| Tennessee Polytechnic Institute | C | 118 | 5 | 4 | 80 | 6 | | 15 | | 3 | 3 | 5 | 7 | | 26 | 59 | | | 6 | 3 | | 6 | | 3 | 18 | 77 | 23.3 |
| Texas Technological Institute | C | 1500 | 144 | 63 | 43.7 | 114 | | 360 | 9 | 117 | 9 | 303 | 319 | 129 | 472 | 1712 | 63 | 9 | 9 | 3 | 117 | 140 | 9 | 50 | 400 | 2112 | 18.9 |
| Virginia Polytechnic Institute | A | 1205 | 137 | 55 | 40.1 | 110 | | 318 | 9 | 76 | | 618 | 577 | | 562 | 2157 | 90 | | 12 | | 96 | 114 | | 67 | 379 | 2536 | 14.9 |
| TOTAL | | | 2170 | 1041 | | 1934 | | 5801 | 1029 | 2701 | 50 | 5918 | 5509 | 948 | 11151 | 33107 | 963 | 255 | 327 | 21 | 2034 | 1360 | 229 | 1089 | 6848 | 39955 | |
| Per Cent of Total | | | | | 47.9 | | | | | | | | | | | | 14.2 | 19.8 | 10.8 | 30. | 25.6 | 25.2 | 24. | 8.9 | | | 17.1 |
| IV TEACHER TRAINING INSTITUTIONS | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ALABAMA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| State Normal School, Florence | C | 324 | 26 | 12 | 46.1 | 19 | | 72 | | 72 | 8 | 16 | 22 | | 205 | 395 | 32 | | 12 | | | | | 25 | 69 | 464 | 14.9 |
| State Normal School, Livingston | C | | 6 | 3 | 50. | 4 | | 24 | | 4 | | 8 | | | 63 | 99 | | | 12 | | | | | 4 | 16 | 115 | 13.9 |
| State Normal School, Troy | C | 231 | 40 | 15 | 37.5 | 22 | | 118 | 32 | 84 | 4 | 28 | 40 | | 337 | 643 | 44 | 4 | 4 | | 12 | 4 | | 13 | 81 | 724 | 11.1 |
| State Normal School, Jacksonville | C | | 9 | 4 | 44.4 | 4 | | 36 | | 26 | | 4 | 8 | | 79 | 153 | | | 6 | | | | | 3 | 9 | 162 | 5.6 |
| GEORGIA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| State Normal School, Athens | B | | 89 | 31 | 34.8 | 38 | | 240 | 84 | 72 | 21 | 9 | 102 | 48 | 828 | 1404 | 15 | 6 | 6 | | 3 | 9 | | 105 | 144 | 1548 | 9.3 |
| Atlanta Normal School, Atlanta | C | 108 | 8 | 1 | 12.5 | 1 | | | | | | | | | 158 | 158 | | | | | | | | 3 | 3 | 161 | 1.8 |
| Normal School, Statesboro | C | | 10 | 5 | 50. | 8 | | 15 | | 15 | | 6 | 43 | | 52 | 136 | 12 | | 3 | | 9 | | | 5 | 29 | 165 | 17.5 |
| South Ga. Normal School, Valdosta | C | 260 | 40 | 3 | 7.5 | 3 | | 117 | 42 | 66 | | | 90 | | 344 | 659 | | | | | | 3 | | 6 | 9 | 668 | 13.4 |
| KENTUCKY | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| West Kentucky State Teachers College, Bowling Green | A | | 47 | 13 | 27.6 | 23 | | 183 | 24 | 54 | 17 | 44 | 71 | | 291 | 684 | 20 | | 21 | | 9 | 7 | | 22 | 79 | 763 | 10.3 |

## TABLE XII—*(Continued)*

| YEAR 1926-27 NAME OF HIGHER INSTITUTION | Class of Institution | Total Enrollment | Number of Students Reported | Number of Students Failed | Per Cent of Students Failed | Number of Courses Failed | Per Cent of Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Total Semester Hours Carried | Per Cent Semester Hours Failed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Kentucky State Normal School, Morehead | C | | 3 | 1 | 33.3 | 1 | | 11 | | 5 | | 3 | 2 | | 19 | 40 | | | | | | 3 | | | 3 | 43 | 6.9 |
| State Normal School, Murray | C | 719 | 63 | 7 | 11.1 | 7 | | 190 | 33 | 33 | 18 | 166 | 193 | | 400 | 1033 | 6 | | 3 | | 3 | | | 7 | 19 | 1052 | 1.8 |
| State Teachers College, Richmond | C | | 52 | 19 | 36.5 | 28 | | 168 | 30 | 33 | | 51 | 245 | | 193 | 720 | 21 | 9 | 21 | | 12 | 19 | | 8 | 90 | 810 | 11.1 |
| LOUISIANA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| New Orleans Normal School | C | 242 | 4 | 0 | 0 | 0 | | 16 | | 16 | | | 4 | | 56 | 92 | | | | | | | | | 0 | 92 | 0. |
| State Normal School, Natchitoches | A | 1046 | 140 | 11 | 7.8 | 12 | | 414 | 84 | 147 | 30 | 255 | 470 | 57 | 874 | 2331 | 12 | | | | 9 | 6 | | 10 | 37 | 2368 | 1.6 |
| MISSISSIPPI | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Delta State Teachers College, Cleveland | C | 133 | 15 | 2 | 13.3 | 4 | | 56 | 10 | 40 | 8 | 12 | 8 | 8 | 84 | 226 | 4 | | | | | 4 | 4 | 6 | 18 | 244 | 7.4 |
| State Teachers College, Hattiesburg | B | | 35 | 12 | 34.3 | 17 | | 110 | | 20 | | 4 | 8 | 16 | 352 | 510 | 4 | | 8 | | | 4 | | 38 | 54 | 564 | 9.5 |
| NORTH CAROLINA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Asheville Normal School | C | | 37 | 0 | 0. | 0 | | 111 | | | | | 123 | 21 | 337 | 592 | | | | | | | | | 0 | 592 | 0. |
| Cullowhee State Normal School | C | 116 | 5 | 0 | 0. | 0 | | 20 | | 15 | | 1 | 6 | | 38 | 80 | | | | | | | | | 0 | 80 | 0. |
| East Carolina Teachers College, Greenville | B | 676 | 77 | 14 | 18.4 | 20 | | 216 | 15 | 195 | 3 | 72 | 219 | | 459 | 1179 | 15 | | 15 | | 3 | 9 | | 16 | 58 | 1237 | 4.7 |
| Montreal Normal College | C | | 7 | 0 | 0. | 0 | | 21 | 12 | 14 | 9 | 7 | 9 | 5 | 40 | 117 | | | | | | | | | 0 | 117 | 0. |
| TENNESSEE | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| East Tennessee State Teachers College, Johnson City | C | | 21 | 4 | 19. | 4 | | 54 | 9 | 57 | 6 | 25 | 39 | | 108 | 298 | 3 | | | | 5 | | | 6 | 14 | 312 | 4.5 |
| George Peabody College for Teachers, Nashville | A | 863 | 72 | 22 | 30.5 | 28 | | 248 | 82 | 40 | 6 | 21 | 130 | 40 | 403 | 970 | 16 | 12 | | | 3 | 20 | | 42 | 93 | 1063 | 8.7 |
| Middle Tennessee State Teachers College, Murfreesboro | C | 415 | 26 | 13 | 50. | 20 | | 72 | 21 | 58 | 6 | 36 | 62 | 21 | 83 | 359 | 6 | 3 | 8 | | | 19 | 6 | 7 | 49 | 408 | 12. |
| West Tenn. State Teachers | | | | | | | | | | | | | | | | | | | | | | | | | | | |

# TABLE XII—*(Continued)*

| YEAR 1926-27 / NAME OF HIGHER INSTITUTION | Class of Institution | Total Enrollment | Number of Students Reported | Number of Students Failed | Per Cent of Students Failed | Number of Courses Failed | Per Cent of Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Total Semester Hours Carried | Per Cent Semester Hours Failed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| College, Memphis | B | 563 | 54 | 20 | 37. | 30 | | 141 | 51 | 84 | 22 | 79 | 112 | 39 | 228 | 756 | 12 | 3 | 6 | | 6 | 20 | 3 | 51 | 101 | 857 | 11.8 |
| TEXAS | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| East Texas State Teachers College, Commerce | A | 879 | 31 | 1 | 3.2 | 1 | | 102 | 12 | 22 | 3 | 18 | 42 | 24 | 227 | 455 | 3 | | | | | | | | 3 | 458 | .7 |
| North Texas Teachers Col., Denton | A | | 96 | 40 | 41.6 | 53 | | 231 | 9 | 69 | | 15 | 192 | 39 | 492 | 1047 | 36 | 6 | 6 | | 3 | 39 | 9 | 63 | 162 | 1209 | 13.4 |
| Sam Houston State Teachers College, Huntsville | A | 657 | 23 | 1 | 4.3 | 2 | | 96 | 6 | 3 | | 30 | 51 | 15 | 138 | 339 | 2 | | | | | | | 6 | 9 | 348 | 2.6 |
| Southwest Teachers College, San Marcos | A | 853 | 60 | 14 | 23.3 | 22 | | 156 | 9 | 123 | 3 | 24 | 93 | 51 | 331 | 790 | 21 | 3 | | | 3 | 15 | 9 | 24 | 75 | 865 | 8.7 |
| South Texas State Teachers College, Kingsville | C | | 14 | 4 | 28.6 | 4 | | 39 | 3 | 24 | | | 15 | 15 | 90 | 186 | 3 | | | | | | | 9 | 12 | 198 | 6. |
| Stephen F. Austin State Teachers College, Nacogdoches | C | 542 | 8 | 1 | 12.5 | 2 | | 21 | | 15 | | 9 | 9 | | 57 | 111 | 3 | | | | | | | 3 | 6 | 117 | 5.1 |
| West Texas Teachers College, Canyon | A | 730 | 65 | 11 | 16.9 | 19 | | 177 | 21 | 84 | 3 | 30 | 80 | 81 | 519 | 995 | 12 | 3 | 15 | | 9 | 6 | | 12 | 57 | 1052 | 5.4 |
| VIRGINIA | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| State Normal School, Farmville | B | 995 | 148 | 41 | 27.7 | 62 | | 102 | 18 | 69 | 6 | 18 | 158 | 12 | 1768 | 2151 | 78 | 3 | 12 | 3 | 21 | 29 | | 61 | 207 | 2358 | 8.8 |
| State Normal School, Fredericksburg | B | 446 | 34 | 12 | 35.3 | 15 | | 81 | 9 | 18 | | 12 | 8 | | 365 | 493 | 30 | | 3 | | 4 | | | 7 | 44 | 537 | 8.2 |
| State Normal School, Harrisonburg | B | 701 | 99 | 15 | 15.1 | 16 | | 273 | 21 | 96 | 9 | 64 | 202 | 2 | 834 | 1491 | 27 | 3 | | | | 3 | | 9 | 42 | 1533 | 2.7 |
| State Normal School, East Radford | C | | 49 | 13 | 26.5 | 18 | | 91 | | 6 | | 12 | 150 | 3 | 405 | 667 | 35 | | | | | 26 | | 4 | 65 | 732 | 8.8 |
| TOTAL (36) | | | 1513 | 365 | | 507 | | 4022 | 637 | 1664 | 182 | 1079 | 3011 | 497 | 11247 | 22359 | 472 | 55 | 161 | 3 | 114 | 245 | 31 | 575 | 1657 | 24016 | |
| Per Cent of Total | | | | | 24.1 | | | | | | | | | | | | 10.5 | 7.9 | 8.7 | 1.6 | 9.5 | 7.5 | 5.9 | 4.9 | | | 6.9 |

TABLE XII—*(Continued)*

| YEAR 1926-27 / NAME OF HIGHER INSTITUTION / SUMMARY | Class of Institution | Total Enrollment | Number of Students Reported | Number of Students Failed | Per Cent of Students Failed | Number of Courses Failed | Per Cent of Courses Failed | Semester Hours Passed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Passed | Semester Hours Failed in: English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total Semester Hours Failed | Total Semester Hours Carried | Per Cent Semester Hours Failed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| UNIVERSITIES (42) | | | 5718 | 2717 | | 5093 | | 13869 | 5076 | 6626 | 1440 | 10060 | 13847 | 4079 | 18361 | 73358 | 2972 | 1006 | 1334 | 234 | 3728 | 4335 | 1486 | 2713 | 17968 | 91346 | |
| % of Total | | | | | 47.5 | | | | | | | | | | | | 17.6 | 19.2 | 16.7 | 14. | 27.1 | 23.8 | 26.3 | 12.8 | | | 19.7 |
| COLLEGES (178) | | | 6818 | 2187 | | 3803 | | 18352 | 8698 | 9436 | 2294 | 10479 | 18137 | 5068 | 24630 | 97094 | 2225 | 1567 | 1158 | 480 | 2037 | 2205 | 803 | 1536 | 12011 | 109097 | |
| % of Total | | | | | 32.1 | | | | | | | | | | | | 10.8 | 15.2 | 10.9 | 12.8 | 16.2 | 14.4 | 13.7 | 5.8 | | | 11.4 |
| SCHOOLS OF TECHNOLOGY (16) | | | 2170 | 1041 | | 1934 | | 5801 | 1029 | 2701 | 50 | 5918 | 5509 | 948 | 11151 | 33107 | 963 | 255 | 327 | 21 | 2034 | 1860 | 239 | 1039 | 6848 | 39955 | |
| % of Total | | | | | 47.9 | | | | | | | | | | | | 14.2 | 19.8 | 10.8 | 30. | 25.6 | 25.2 | 24. | 8.9 | | | 17.1 |
| TEACHER TRAINING INSTITUTIONS (35) | | | 1413 | 55 | | 507 | | 4022 | 537 | 1694 | 182 | 1079 | 3011 | 497 | 11247 | 22359 | 473 | 55 | 161 | 3 | 114 | 245 | 31 | 575 | 1657 | 24016 | |
| % of Total | | | | | 24.1 | | | | | | | | | | | | 10.5 | 7.9 | 8.7 | 1.6 | 9.5 | 7.5 | 5.9 | 4.9 | | | 6.9 |
| MISCELLANEOUS: A' (98) | | | 535 | 181 | | 324 | | 1348 | 646 | 377 | 198 | 863 | 1137 | 216 | 2267 | 7052 | 148 | 106 | 44 | 8 | 241 | 257 | 117 | 257 | 1178 | 6230 | |
| % of Total | | | | | 33.8 | | | | | | | | | | | | 9.9 | 14.1 | 10.4 | 3.9 | 21.7 | 18.4 | 35.1 | 10.2 | | | 14.3 |
| B' (11) | | | 17 | 5 | | 6 | | 57 | 24 | 23 | 8 | 15 | 51 | 10 | 72 | 245 | 3 | 3 | | | 3 | 7 | | 6 | 19 | 264 | |

# TABLE XII—*(Continued)*

| YEAR 1926-27 | Class of Institution | Total Enrollment | Number of Students Reported | Number of Students Failed | Per Cent of Students Failed | Number of Courses Failed | Per Cent of Courses Failed | Semester Hours Passed in | | | | | | | | Total Semester Hours Passed | Semester Hours Failed in | | | | | | | | Total Semester Hours Failed | Total Semester Hours Carried | Per Cent Semester Hours Failed |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| NAME OF HIGHER INSTITUTION | | | | | | | | English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | | English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | | | |
| SUMMARY | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % of Total | | | | | 29.9 | | | | | | | | | | | | 0. | 11.1 | 0. | 0. | 16.7 | 18.4 | 0. | 7.2 | | | 7.2 |
| C' (49) | | | 84 | 15 | | 23 | | 247 | 106 | 112 | 42 | 106 | 193 | 62 | 390 | 1258 | 5 | 9 | 9 | 3 | 5 | 25 | | 16 | 24 | 1332 | |
| % of Total | | | | | 17.8 | | | | | | | | | | | | 2.4 | 7.8 | 7.4 | 6.7 | 5.3 | 11.5 | 0. | 3.9 | | | 5.6 |
| GRAND TOTAL (429) | | | 16855 | 6511 | | 11690 | | 43696 | 16211 | 20959 | 5214 | 28520 | 36865 | 10977 | 68123 | 230465 | 6787 | 3201 | 3023 | 749 | 8173 | 8934 | 2706 | 6192 | 39775 | 270240 | |
| % of Total | | | | | 38.6 | | | | | | | | | | | | 13.4 | 16.5 | 12.7 | 10.5 | 22.3 | 12.5 | 19.9 | 8.3 | | | 14.7 |

In making this study of failures by colleges an effort is made to ascertain:

1. Whether there is any uniformity among institutions regarding the proportion of freshmen who fail in one or more courses.

2. Whether there is any uniformity among institutions as to the proportion of freshmen that fail in the various courses (a) in the same institutions or (b) in different institutions.

3. Whether failures in one subject are greater than failures in other subjects in the same higher institution.

4. Whether there is any uniformity in the proportion of failures occurring in the various types of higher institutions—e. g., colleges for men, colleges for women, teachers colleges, etc.

In order to present the answers derived from these and other similar questions, two sets of tables are presented. One set—Tables XIII to XVII show the percentages of students failing in one or more subjects and the other set of tables XVIII to XXII show the percentages of students failing in each subject.

It was thought best to study these failures by types of higher institutions as well as of all the schools collectively; consequently, five groups of schools are made. These groups are 11 private, co-educational, higher institutions; 11 state universities; 11 colleges for women; 11 technological higher institutions; and 11 state teacher training institutions. In order to continue a comparative study started in 1925 of failures in certain higher institutions these same individual schools are used for the third time as the basis of the study. The only change is in the group of schools of technology where Southwestern Louisiana Polytechnic Institute is substituted for the North Carolina State College of Agriculture. Tables XIII to XVII showing the percentage of students failing in one or more courses in these five types of higher institutions follow:

TABLE XIII

Showing a Comparison of the Percentages of Freshmen Students Failing in One One or More Courses in Eleven Southern State Teacher Training Institutions, Fall Semester 1926-27

| Higher Institutions | Number Students Reported | Number Students Failed One or More Subjects | Per Cent Students Failed One or More Subjects | Per Cent Semester Failed |
|---|---|---|---|---|
| East Carolina State Teachers College, Greenville, N. C. | 76 | 14 | 18.4 | 4.7 |
| North Texas State Teachers College, Denton, Texas | 96 | 40 | 41.6 | 13.4 |
| Sam Houston State Teachers College, Huntsville, Texas | 23 | 1 | 4.3 | 2.6 |
| South West State Teachers College, San Marcos, Texas | 60 | 14 | 23.3 | 8.7 |
| State Normal School, Florence, Ala. | 26 | 12 | 46.1 | 14.9 |
| State Teachers College, East Radford, Virginia | 49 | 13 | 26.5 | 8.8 |
| State Teachers College, Harrisonburg, Virginia | 99 | 15 | 15.1 | 2.7 |
| State Teachers College, Hattiesburg, Mississippi | 35 | 12 | 34.3 | 9.5 |

| | | | | |
|---|---|---|---|---|
| West Tennessee State Teachers College, Memphis, Tennessee | 54 | 20 | 37. | 11.8 |
| State Teachers College, Natchitoches, Louisiana | 140 | 11 | 7.8 | 1.6 |
| State Teachers College, Richmond, Kentucky | 52 | 19 | 36.5 | 11.1 |
| Total | 710 | 171 | 24.1 | 6.9 |

TABLE XIV.

Showing a Comparison of the Percentages of Freshmen Students Failing in One or More Courses in Eleven Southern Colleges for Women, Fall Semester 1926-27

| Higher Institutions | Number Students Reported | Number Students Failed One or More Courses | Per Cent Students Failed One or More Courses | Per Cent Semester Failed |
|---|---|---|---|---|
| Alabama College | 87 | 29 | 33.3 | 7.7 |
| Brenau College | 129 | 39 | 30.2 | 12.8 |
| Coker College | 31 | 15 | 48.4 | 20.2 |
| College of Industrial Arts | 234 | 90 | 38.4 | 12.4 |
| Florida State College for Women | 346 | 75 | 21.7 | 5.9 |
| Georgia State College for Women, Milledgeville | 175 | 16 | 9.1 | 2.4 |
| Mississippi State College for Women | 162 | 60 | 37. | 11.7 |
| North Carolina State College for Women | 237 | 91 | 38.4 | 12.2 |
| Randolph-Macon Woman's College | 142 | 68 | 47.9 | 20.3 |
| Shorter College | 59 | 11 | 19.9 | 9.6 |
| Winthrop College | 267 | 83 | 31.1 | 9.2 |
| Total | 1869 | 577 | 30.9 | 9.9 |

TABLE XV.

Showing a Comparison of the Percentages of Freshmen Students Failing in One or More Courses in Eleven Private Higher Institutions in the Association Fall Semester 1926-27

| Higher Institutions | Number Students Reported | Number Students Failed One or More Subjects | Per Cent Students Failed One or More Subjects | Per Cent Semester Failed |
|---|---|---|---|---|
| College of Charleston | 42 | 30 | 71.4 | 32.5 |
| Center College | 31 | 14 | 45.1 | 12.8 |
| Davidson College | 104 | 37 | 35.6 | 11.8 |
| Duke University | 170 | 85 | 50. | 18.1 |
| Emory University | 186 | 43 | 23.1 | 10.7 |
| Mercer University | 74 | 25 | 33.7 | 14.1 |
| Transylvania University | 31 | 10 | 32.2 | 7.6 |
| Tulane University | 343 | 195 | 56.8 | 29.8 |
| University of the South | 33 | 16 | 48.5 | 17.4 |
| Vanderbilt University | 172 | 69 | 40.1 | 15.1 |
| Washington & Lee University | 113 | 54 | 47.8 | 15.3 |
| Total | 1299 | 578 | 44.5 | 19.1 |

TABLE XVI.

Showing a Comparison of the Percentages of Freshman Failures in Eleven Southern Technological Higher Institutions, Fall Semester 1926-27

| Higher Institutions | Number Students Reported | Number Students Failed One or More Courses | Per Cent Students Failed One or More Courses | Per Cent Semester Failed |
|---|---|---|---|---|
| Alabama Polytechnic Institute | 271 | 122 | 45. | 13.5 |
| Clemson College | 108 | 48 | 44.4 | 14.6 |
| Georgia State College of Agriculture | 5 | 1 | 20. | 6.2 |
| Georgia School of Technology | 437 | 245 | 56.1 | 20.4 |
| Louisiana Polytechnic Institute | 56 | 21 | 37.5 | 13.1 |
| Mississippi A. & M. College | 90 | 47 | 52.2 | 15.2 |
| Southwestern Louisiana Polytechnic Institute | 156 | 53 | 34. | 9.2 |
| Texas A. & M. College | 370 | 238 | 64.3 | 21.9 |
| Texas Technological Institute | 144 | 63 | 43.7 | 18.9 |
| The Citadel | 109 | 35 | 32.1 | 20. |
| Virginia Polytechnic Institute | 137 | 55 | 40.1 | 14.9 |
| Total | 1883 | 928 | 49.3 | 17.6 |

TABLE XVII

Showing a Comparison of the Percentages of Freshmen Students Failing in One or More Courses in Eleven Southern State Universities of the Association Fall Semester 1926-27

| Higher Institutions | Number Students Reported | Number Students Failed One or More Courses | Per Cent Students Failed One or More Courses | Per Cent Semester Failed |
|---|---|---|---|---|
| Alabama, University of | 221 | 92 | 41.6 | 13.4 |
| Florida, University of | 361 | 210 | 58.2 | 22.1 |
| Georgia, University of | 204 | 81 | 39.7 | 13.1 |
| Kentucky, University of | 301 | 141 | 46.8 | 17.6 |
| Louisiana, University of | 225 | 126 | 56. | 20.3 |
| Mississippi, University of | 97 | 39 | 40.2 | 12.3 |
| North Carolina, University of | 257 | 152 | 59.1 | 28.3 |
| South Carolina, University of | 134 | 75 | 56. | 24. |
| Tennessee, University of | 324 | 163 | 50.3 | 24. |
| Texas, University of | 608 | 347 | 57.1 | 25.6 |
| Virginia, University of | 194 | 125 | 64.4 | 38.1 |
| Total | 2926 | 1551 | 53. | 21.8 |

When the percentages of students failing one or more subjects in the various types of higher institutions are compared, there is found a wide range of difference. Among teacher training institutions the percentage ranges from 7.8% at the State Teachers College at Natchitoches, Louisiana, to 46.1% at the State Normal School at Florence, Alabama; among colleges for women, from 9.1% at the Georgia State College for Women to 48.4% at Coker College; among private higher institutions, from 23.1% at Emory University to 48.5% at the University of the South; among schools of technology, from 20% at

the Georgia State College of Agriculture to 64.3% at the Texas A. & M. College; and among state universities, from 39.7% at the University of Georgia to 64.4% at the University of Virginia.

If we take the totals only for the five groups of higher institutions, we have:

| Type of Higher Institution | Per Cent of Students Failing One or More Courses |
|---|---|
| Teacher Training Institutions | 24.1 |
| Colleges for Women | 30.9 |
| Private Higher Institutions | 44.5 |
| Schools of Technology | 49.3 |
| State Universities | 53. |

It is seen that 2.2 times as many students fail in one or more courses in the state universities as in the teacher training institutions; and nearly twice as many in state universities as in colleges for women. A study of last year's report shows these figures to be practically the same for both years.

Let us turn now to a study of failures by subjects among these same five groups of higher institutions. Tables XVIII to XXII below carry the data:

TABLE XVIII

Showing a Comparison of the Percentages of Freshmen Failures in Eleven Southern State Teacher Training Institutions. Fall Semester 1926-27.

| Higher Institutions | Name of Subjects | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | English | French | History | Latin | Math | Science | Spanish | Other Subjects | Total |
| State Teachers College, Richmond, Ky. | 11.1 | 23.1 | 40. | – | 19.1 | 7.2 | – – | 4. | 11.1 |
| E. Carolina S. T. C., Greenville | 6.5 | 0. | 7. | 0. | 4. | 3.9 | – – | 3.3 | 4.7 |
| N. Texas S. T. C. Denton | 13.5 | 40. | 8. | – | 16.6 | 16.9 | 18.8 | 11.3 | 13.4 |
| Sam Houston S. T. C., Huntsville, Texas | 3.2 | 0. | 0. | – | 0. | 0. | 0. | 4.1 | 2.6 |
| S. W. S. T. C., San Marcos, Texas | 11.8 | 25. | 0. | 0. | 11.1 | 13.9 | 15. | 6.7 | 8.7 |
| State Normal School, Florence, Alabama | 30.8 | – – | 14.3 | 0. | 0. | 0. | – – | 10.9 | 14.9 |
| State Teachers College, E. Radford, Virginia | 27.3 | – – | 0. | – | 0. | 14.8 | 0. | .9 | 8.8 |
| State Teachers College, Harrisonburg, Va. | 9. | 12.5 | 0. | 0. | 0. | 1.5 | 0. | 10.8 | 2.7 |
| State Teachers College, Hattiesburg, Miss. | 3.5 | – – | 2.9 | – | 0. | 33.3 | 0. | 9.7 | 9.5 |
| West Tennessee S. T. C., Memphis, Tenn. | 7.8 | 5.5 | 6.7 | 0. | 7.1 | 15.1 | 7.1 | 18.2 | 11.8 |
| State Teachers College, Natchitoches, La. | 2.8 | 0. | 0. | 0. | 3.4 | 1.3 | 0. | 1.1 | 1.6 |
| Total | 10. | 10. | 7.4 | 0. | 5.5 | 7.3 | 8.6 | 5.4 | 6.9 |

TABLE XIX

Showing a Comparison of the Percentages of Freshman Failures in Eleven Southern Colleges for Women, Fall Semester 1926-27

| Higher Institutions | Name of Subjects | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | English | French | History | Latin | Math | Science | Spanish | Other Subjects | Total |
| Alabama College | 12.6 | 13. | 6. | – | 17.2 | 5.7 | 33.3 | 3.8 | 7.7 |
| Brenau College | 13. | 17.4 | 23.6 | 33.3 | 5.5 | 19.9 | 14.8 | 5.1 | 12.8 |
| Coker College | 21.9 | 12.5 | 6.25 | 0. | 52.2 | 26.1 | 25. | 8.6 | 20.2 |
| College of Industrial Arts | 16.3 | 16.1 | 15.7 | 21.9 | 23.4 | 22.7 | 10. | 6.5 | 12.3 |
| Florida State College for Women | 6.6 | 11. | 9.2 | 0. | 8.9 | 4.3 | 6.2 | 4.4 | 5.9 |
| Ga. State College for Women, Milledgeville | 2.1 | 0. | 0. | 0. | 0. | 3.7 | – – | 1.7 | 2.4 |
| Miss. State College for Women | 3.4 | 10.9 | 13. | 7.7 | 29. | 17.3 | 24.5 | 3.7 | 11.7 |
| N. C. College for Women | 10.9 | 19.4 | 14.8 | 9.1 | 11.7 | 17.6 | 14.3 | 7.2 | 12.2 |
| Randolph-Macon Woman's College | 14.1 | 22.7 | 12.8 | 17.9 | 29.8 | 17.5 | 22.2 | 23.2 | 20.3 |
| Shorter College | 31.2 | 2.3 | 5.2 | 0. | 12.5 | 45.4 | 0. | 100. | 9.6 |
| Winthrop College | 10.8 | 21.1 | 0. | 5.1 | 4.9 | 8.2 | 10. | 5.5 | 9.2 |
| Total | 9.8 | 15.6 | 13.1 | 11.8 | 16.1 | 12.2 | 12.1 | 5.1 | 9.9 |

TABLE XX.

Showing a Comparison of the Percentage of Freshmen Failures in Eleven Private Institutions of Higher Learning in the Association, Fall Semester, 1926-27

| Higher Institutions | Name of Subjects | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | English | French | History | Latin | Math | Science | Spanish | Other Subjects | Total |
| Center College | 0. | 22.2 | 9.5 | 25. | 8.8 | 6.4 | 44.4 | 35.7 | 12.8 |
| College of Charleston | 39.5 | 28.6 | 50. | 33.3 | 28.6 | 28. | 23.5 | 31.6 | 32.5 |
| Davidson College | 10.6 | 29.2 | 3.4 | 0. | 10.5 | 6.9 | 27.2 | 9.8 | 11.8 |
| Duke University | 10. | 65.4 | 9.1 | 30.8 | 27.4 | 18.3 | 42.8 | 15.3 | 18.1 |
| Emory University | 0. | 11.9 | 25. | 0. | 32.1 | 14.1 | 15.2 | 7.9 | 10.7 |
| Mercer University | 15.1 | 32. | 6.7 | 0. | 19.3 | 3.6 | 20. | 6.1 | 14.1 |
| Transylvania College | 3.2 | 0. | 0. | 28.5 | 12.9 | 3.2 | 50. | 8.6 | 7.6 |
| Tulane University | 23.1 | 19.3 | 25.3 | 13.5 | 45.6 | 42.4 | 30.5 | 11.5 | 29.8 |
| University of the South | 15.1 | 34. | 80. | 23.1 | 11.7 | 13.3 | 16. | 9.7 | 17.4 |
| Vanderbilt University | 11.1 | 24.6 | 3.3 | 9.4 | 16.6 | 17. | 20. | 15.1 | 15.1 |
| Washington & Lee University | 6.3 | 19.3 | 7.4 | 25. | 28. | 11.3 | 34. | 11.2 | 15.3 |
| Total | 13.8 | 21.7 | 15.3 | 14. | 27.7 | 25. | 26.5 | 11.5 | 19.2 |

TABLE XXI.

Showing a Comparison of the Percentages of Freshmen in Eleven Southern Technological Higher Institutions, Fall Semester 1926-27.

| Higher Institutions | Name of Subjects | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | English | French | History | Latin | Math | Science | Spanish | Other Subjects | Total |
| Alabama Polytechnic Institute | 22.3 | 19. | 2.3 | -- | 21.8 | 12.2 | 14.3 | 8.6 | 13.5 |
| Clemson College | 15.6 | 20. | 11.1 | -- | 20.2 | 20. | 100. | 7.2 | 14.6 |
| Georgia State College of Agriculture | 20. | 0. | 0. | -- | 20. | 0. | 0. | 0. | 6.2 |
| Georgia School of Technology | 11.7 | 26.8 | 10. | -- | 26.4 | 33.1 | 39.9 | 10.2 | 20.4 |
| Louisiana Polytechnic Institute | 0. | 16.7 | 22.2 | -- | 28.6 | 15.1 | 12.5 | 9.4 | 13.1 |
| Mississippi A. & M. College | 15.7 | 0. | 28.5 | -- | 33. | 22.6 | 0. | 7. | 15.2 |
| Southwestern Louisiana Polytechnic Institute | 6.4 | 9.5 | 14.1 | 33.3 | 8.2 | 20.6 | 15.1 | 3.2 | 9.2 |
| Texas A. & M. College | 11.1 | 66.7 | 15.6 | 33.3 | 32.8 | 32.6 | 13.9 | 12.5 | 21.9 |
| Texas Technological Institute | 14.9 | 50. | 7.1 | 50. | 27.9 | 30.5 | 6.5 | 9.5 | 18.9 |
| TheCitadel | 17.4 | 16. | 19.2 | -- | 29.9 | 26.6 | -- | 4.7 | 20. |
| Virginia Polytechnic Institute | 22.6 | 0. | 13.6 | -- | 13.5 | 16.5 | -- | 10.6 | 14.9 |
| Total | 13.9 | 20.7 | 9.8 | 37.5 | 25.6 | 25.1 | 27.4 | 9.3 | 17.6 |

TABLE XXII.

Showing a Comparison of the Percentages of Freshmen Failures in Eleven Southern State Universities in the Association, Fall Semester 1926-27

| Higher Institutions | Name of Subjects | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | English | French | History | Latin | Math | Science | Spanish | Other Subjects | Total |
| Alabama, University of | 7.3 | 19.1 | 9.1 | 0. | 19.5 | 12.6 | 30. | 10. | 13.4 |
| Florida, University of | 20.2 | 18.8 | 8.5 | 36.2 | 23.7 | 29.9 | 37.5 | 16.6 | 22.1 |
| Georgia, Univ. of | 28.7 | 16.4 | 10.8 | 8.4 | 19.3 | 32.4 | 30. | 18.5 | 13.1 |
| Kentucky, Univ. of | 29. | 8.3 | 10.6 | 0. | 25.6 | 24.3 | 25. | 8.4 | 17.6 |
| La. State University | 19.8 | 8.3 | 31.6 | 100. | 27.5 | 22.6 | 19.3 | 11.6 | 20.3 |
| Mississippi, Univ. of | 12.2 | 5.7 | 18.1 | 14.3 | 26.7 | 6.9 | 32.8 | 3.9 | 12.3 |
| N. Carolina, Univ. of | 21.8 | 32.7 | 28. | 41.6 | 32.1 | 21.8 | 40. | 24.3 | 28.3 |
| S. Carolina, Univ of | 15.3 | 31.8 | 22.6 | 5.2 | 30. | 34.7 | 22.6 | 12.9 | 24. |
| Tennessee, Univ. of | 14.3 | 16.6 | 14.9 | 0. | 28.2 | 21.2 | 34.9 | 13.5 | 18.5 |
| Texas, Univ. of | 25.2 | 23.4 | 17.9 | 12.8 | 32.7 | 24.4 | 31.7 | 23.7 | 25.6 |
| Virginia, Univ. of | 36.1 | 31.2 | 57.1 | 35. | 43.1 | 37.6 | 25. | 39. | 38.1 |
| Total | 20.2 | 21.5 | 19.5 | 17.2 | 28.2 | 25.5 | 31.8 | 13.9 | 21.8 |

When we study Tables XVII to XXII we see that here, too, there is a wide range in percentages of failures among institutions of the same type and also among the several types of institutions. When we study the problem

among institutions of the same type we have the range (considering totals) among teacher training institutions from 1.6% at the State Teachers College at Natchitoches, Louisiana, to 14.9% at the State Normal School at Florence, Alabama, among colleges for women, from 2.4% for the Georgia State College for Women to 20.2% at Coker College; among private higher institutions, from 7.6% at Translyvania College to 32.5% at Tulane University; among schools of technology from 6.2% at Georgia State College of Agriculture to 21.9% at Texas A. and M. College; and among state universities, from 12.3% at the University of Mississippi to 38.1% at the University of Virginia.

If we consider totals only for these groups of schools we have:

| Type of Higher Institution | Per Cent of Semester Hours Failed |
|---|---|
| Teacher Training Institutions | 6.9 |
| Colleges for Women | 9.9 |
| Private Higher Institutions | 19.2 |
| Schools of Technology | 17.6 |
| State Universities | 21.8 |

When we turn from a consideration of totals for groups to the ranges in particular subjects the results are fully as striking. If we take mathematics, for instance, it is seen that the range of failures among teacher training institutions is from nothing for five of the schools to 19.1% at the State Teachers College at Richmond, Kentucky; among colleges for women, from nothing at Georgia State College for Women to 52.8% at Coker College; among private higher institutions from 8.8% at Center College to 45.6% at Tulane University; among schools of technology, from 8.2% at the Southwestern Louisiana Polytechnic Institute to 33% at the Mississippi A. and M. College! and among state universities, from 19.3% at the University of Georgia to 43.1% at the University of Virginia.

If we consider the totals for mathematics we have:

| Types of Higher Institutions | Per Cent of Semester Hours Failed |
|---|---|
| Teacher Training Institutions | 5.5 |
| Colleges for Women | 16.1 |
| Private Higher Institutions | 27.7 |
| Schools of Technology | 25.6 |
| State Universities | 28.2 |

The highest percentages of failures are in mathematics for colleges for women and private higher institutions; for schools of technology, it is Latin; and for teacher training institutions and state universities, it is Spanish.

In order to get a birdseye view, as it were, of the whole subject of failures in higher institutions, two final tables are presented. The first one, Table XXIII shows the higher institutions grouped under nine headings; Table XXIV following that is the same data with the three groupings of colleges in Table XXIII consolidated into one under the caption of "Colleges." There are 178 institutions included under this heading. With this explanation, let us turn to these last two tables which are in a way a general summary of Part II.

Tables X, XIII and XXIV follow:

TABLE XXIII

Showing the Percentages of Failures by Subjects for Various Types of Higher Institutions. Fall Semester 1926-27

| TYPE OF HIGHER INSTITUTIONS | Number Institutions | English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total | Per Cent Failing One or More Subjects |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Universities | 42 | 17.6 | 19.2 | 16.7 | 14. | 27.1 | 23.8 | 26.3 | 12.8 | 19.7 | 47.5 |
| COLLEGES | | | | | | | | | | | |
| 1. A and B | 80 | 11.1 | 16.4 | 11.7 | 14.5 | 16.4 | 15.1 | 14.9 | 6.1 | 12.2 | 33.5 |
| 2. Junior Member | 8 | 17.1 | 18.7 | 15.5 | 11.1 | 20.8 | 16. | 7.7 | 5.4 | 13.9 | 38.3 |
| 3. Miscellaneous | 90 | 8.1 | 9.3 | 7.4 | 4.1 | 14.8 | 10.8 | 11.6 | 5.1 | 8.7 | 25.4 |
| Teacher Training Inst. | 35 | 10.5 | 7.9 | 8.7 | 1.6 | 9.5 | 7.5 | 5.9 | 4.9 | 4.9 | 24.1 |
| Schools of Technology | 16 | 14.2 | 19.8 | 10.8 | 30. | 25.6 | 25.2 | 24. | 8.9 | 17.1 | 47.9 |
| MISCELLANEOUS | | | | | | | | | | | |
| A′ | 98 | 9.9 | 14.1 | 10.4 | 3.9 | 21.7 | 18.4 | 35.1 | 10.2 | 14.3 | 33.8 |
| B′ | 11 | 0. | 11.1 | 0. | 0. | 16.7 | 18.4 | 0. | 7.2 | 7.2 | 29.9 |
| C′ | 49 | 2.4 | 7.8 | 7.4 | 6.7 | 5.3 | 11.5 | 0. | 3.9 | 5.6 | 17.8 |
| Total | 429 | 13.4 | 16.5 | 12.6 | 12.6 | 22.3 | 19.5 | 20. | 8.3 | 14.7 | 38.6 |

TABLE XXIV

Showing the Percentages of Failures by Subjects for Various Types of Higher Institutions. Fall Semester 1926-27

| TYPE OF HIGHER INSTITUTIONS | Number Institutions | English | French | History | Latin | Mathematics | Science | Spanish | Other Subjects | Total | Per Cent Failing One or More Subjects |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Universities | 42 | 17.6 | 19.2 | 16.7 | 14. | 27.1 | 23.8 | 26.3 | 12.8 | 19.7 | 47.5 |
| Colleges | 178 | 10.8 | 15.2 | 10.9 | 12.8 | 16.2 | 14.4 | 13.7 | 5.8 | 11.4 | 32.1 |
| Teacher Training Inst. | 35 | 10.5 | 7.9 | 8.7 | 1.6 | 9.5 | 7.5 | 5.9 | 4.9 | 6.9 | 24.1 |
| Schools of Technology | 16 | 14.2 | 19.8 | 10.8 | 30. | 25.6 | 25.2 | 24. | 8.9 | 17.1 | 47.9 |
| MISCELLANEOUS | | | | | | | | | | | |
| A′ | 98 | 9.9 | 14.1 | 10.4 | 3.9 | 21.7 | 18.4 | 35.1 | 10.2 | 14.3 | 33.8 |
| B′ | 11 | 0. | 11.1 | 0. | 0. | 16.7 | 18.4 | 0. | 7.2 | 7.2 | 29.9 |
| C′ | 49 | 2.4 | 7.8 | 7.4 | 6.7 | 5.3 | 11.5 | 0. | 3.9 | 5.6 | 17.8 |
| Total | 429 | 13.4 | 16.5 | 12.6 | 12.6 | 22.3 | 19.5 | 20. | 8.3 | 14.7 | 38.6 |

It is seen from these tables that practically one-half of the students in state universities and schools of technology, practically one-third in colleges and practically one-fourth in teacher training institutions fail one or more courses during the first quarter or semester of their freshman year. This means that twice as many students fail in state universities as in teacher training institutions.

If we consider the total per cent of semester hours failed by the various types of higher institutions we have 19.7% for state universities; 17.1% for schools of technology; 11.4% for colleges; and 6.9% for teacher training institutions.

While practically twice as many students in state universities fail one or more courses as students do in teacher training institutions, practically three times the percentages of semester hours are failed by students in state universities as in teacher training institutions. One can't keep from wondering about this situation and asking some question like these: Why is this true? Is it an indication of higher standards in one of the types of institutions? Does one type of institution draw an inferior group of students? Is there more purpose behind one group of students than the other? etc., etc.

If we notice the institutions outside the Southern Association territory, we see there also a great variation in percentages of failures in the various groups of institutions. There are nearly three times as many percentages of semester hours failed in A′ schools as in C′ schools. Again one is lead to ask why?

A study of failures in any subject for all the groups represented is interesting. In most any subject the range is strikingly wide. One can't help but wonder why this is true and if there is any real scientific basis for marking students in these institutions of higher learning.

## SUMMARY OF FAILURES IN HIGHER INSTITUTIONS

The following conclusions may be drawn from these data:

1. That there is a wide range of difference in the percentages of failures occurring in the various Southern higher institutions.
2. That there is a wide range of difference in the percentages of freshmen failing in the various subjects in any one institution.
3. That there is a wide range of difference in the Percentages of students that fail in one or more subjects in the various types of higher institutions.
4. That failures are fewer among teacher-training institutions than among the other four groups of higher institutions.
5. That the percentages of freshmen failures are greater among state universities than among the other four types of higher institutions.
6. That, within the several types of higher institutions, the range of the percentages of failures is greatest among the private higher institutions and smallest among the teacher training institutions.
7. That practically one-half of the students in state universities and schools of technology; practically one-third in colleges; and practically one-fourth in teacher training institutions fail one or more courses during the first quarter or first semester of their freshman year.
8. That practically twice as many students fail in one or more subjects in state universities as in teacher training institutions.
9. That practically one-half of the freshmen in state universities and schools of technology fail during their first semester in one or more subjects.
10. That the percentage of students failing in one or more subjects ranges among specific institutions from 4.3% at the Sam Houston State Teachers College to 71.4% at the College of Charleston.
11. That there seems to be no scientific basis used by the higher institutions, as a rule, in marking their students.

12. That the matter of marks assigned students in higher institutions is evidently, as a rule, left entirely to the personal opinion of instructors.

13. That there is a large element of truth in the contention of secondary school men that marking is on so unscientific a basis, and is so lacking in uniformity, among the higher institutions, that the percentage of failures a secondary school has credited against it in the Deans' Report is determined very largely by the type of higher institution and the particular college which its graduates chance to select for their higher education.

These same conclusions were drawn from the other two Reports. Except for a few minor differences the same findings for the last three Reports are the same.

# PART V.

## *Papers and Addresses*

### PRESIDENTIAL ADDRESS

*Dean T. H. Jack, Emory University*

The Jacksonville meeting, the first ever held in the State of Florida, marks the end of the Association's thirty-second year of operation. It is commonly expected of the president, I take it, that he review in one phase or another the achievements of the Association and, if possible, indicate lines for advancement. In obedience to this tradition, I regretfully turn aside, therefore, from an appealing subject, one suggested by one of my umbrageous friends, that is: How the Colleges and High Schools are Teaching more and more about less and less, to discuss very briefly certain developments in our history and to indicate certain points of departure for the future.

In September, 1859 and 1861, two boys were born in two small towns in South Carolina; these boys, as time went on, were graduated from small denominational colleges, prepared themselves by study in great universities for the profession of teaching, and, at almost the same date, 1881, in one case, 1882, in the other, became professors of Greek in their alma maters. A few years later, 1886, the two found themselves co-laborers in neighboring colleges in the State of Tennessee, and, in 1893, one became chancellor of his institution, the other, vice-chancellor and chief executive officer of his. These two boys, each now in his early, vigorous thirties, both classicists, both following the same career and reaching eminence at the same time in the same State, were christened in baptism James Hampton Kirkland and Benjamin Lawton Wiggins. Friendly rivals, they were of the same mind. Born in the time of crisis in the South, they came to educational leadership at another time of crisis. The low stage and the chaotic conditions of Southern education made the same impression on their scholarly, classically-exact minds.

Here the Association of Colleges and Preparatory Schools of the Southern States was born. The idea bore fruit first in the mind of Kirkland, but Wiggins was Kirkland's first supporter. At Kirkland's instance, the faculty of Vanderbilt University appointed a committee to promote the project of an organization, and on the call of this committee representatives of various Southern institutions of higher education met in Atlanta, Georgia, in the autumn of 1895,—just two years after Kirkland took the helm at Vanderbilt and Wiggins at Sewanee. As a resident of Atlanta, I like to feel that our educational soil is hallowed by the fact that the first meeting of this Association was held there.

The charter members of the Association were Vanderbilt University, the University of North Carolina, the University of the South, the University of Mississippi, Washington and Lee University, and Trinity College (now Duke University), and its avowed purposes were:

1. To organize Southern Schools and Colleges for cooperation and mutual assistance.
2. To elevate the standard of scholarship and to effect uniformity of entrance requirements.
3. To develop preparatory schools and cut off this work from the colleges.

The chaotic, almost hopeless condition of Southern education at that time, both in colleges and in secondary schools, was vividly set before us by Professor Hooper, in the presidential address at the Charleston meeting in 1925, and the Association's contributions in the organization of standards by which educational institutions may be tested were set forth by Chancellor Kirkland, in the presidential address at the Birmingham meeting in 1921. How well the little Association of 1895, consisting at first of only six colleges, has accomplished its purposes, and more, is too well known to you to relate. I forbear to

compare our numbers today with the numbers of the years of beginning. Not by might nor by power,—and yet this Association has might and it has power, but it is the power of principle, the might of an ideal.

In a very real sense, Chancellor Kirkland is the father of the Association; he has been the protector of the faith, the guide, philosopher, and friend of every worthwhile movement in higher education in the South during thirty-two years. It is given to few men so to write themselves into a record of achievement in a section as Chancellor Kirkland has done in the South. Vanderbilt University is not his only monument; the Association of Colleges and Secondary Schools of the Southern States stands as one of the great records of our times to bear constant testimony to his vision, his foresight, his vigilance, his high ideals.

The Association was not organized as an accrediting body nor, as a matter of fact, as a public agency in any sense. Its purpose was co-operation, mutual assistance, in elevating the standards of scholarship among its members. It did not set itself up to pass on colleges and schools in general in this territory; it did not demand that institutions should meet its standards or seek its membership. It was an educational group seeking the advancement of that group in educational service.

As the years went on, by force of necessity and in the absence of any other organization, the Association gradually evolved certain requirements which an institution must meet to obtain membership; it began to set up standards by which applicants for membership might be tested; as the prestige of the Association grew and as the scale of education was gradually raised, more and more institutions sought and obtained place in the Association,—always as members, not as outsiders accredited. Its approval was always expressed in membership.

In 1911, at Tuscaloosa, the Association formally created, as an integral part of its organization, a Commission on Secondary Schools, charged, as its name indicates, with responsibility for the oversight of the secondary school members of the Association and for the approval of satisfactory non-member schools. This Commission was organized at the Nashville meeting in 1912,—and with this act the Association may be said to have begun functioning in a fashion as an accredited agency.

In this connection, the Association can never be unmindful of the pioneer work carried on so faithfully and so efficiently by one of its present active members, Professor Joseph S. Stewart, of the University of Georgia. One of the first high school inspectors appointed in the South, Professor Stewart soon saw the need in his work of support from the Association, and the creation of the Commission on Secondary Schools, of which he was the chairman for the first six years, was largely due to his foresight and wisdom and to his earnest and urgent advocacy. It is well for those of us who have come into the work of the Association more recently to remember that the present power of the Association is due largely to the vigorous activity of such men as Stewart.

In 1915 a report on the Resources and Standards of Colleges of Arts and Sciences was prepared by a committee, of which Dr. S. P. Capen, then specialist in higher education of the U. S. Bureau of Education was secretary and on which this Association had representation, at the instance of the Bureau. At our Durham meeting in 1916, the Association voted, on recommendation of the Executive Committee, "That a committee of five be appointed to submit a plan at the next meeting of the Association for a Commission on Institutions of Higher Education within the territory of the Association." This committee presented its report at the Atlanta meeting, 1917; a Commission on Institutions of Higher Education was created; and the new Commission was directed "To prepare, subject to the approval of the Association, a statement of the standards to be met by institutions of higher education which are members of this

Association and *to rate any other institutions within the territory of this Association which may apply for inspection, classification, and rating by the Commission.*"

This Commission held its first meeting in Louisville in 1919 (there being no meeting of the Association in the year 1918); drew up a set of standards; and began functioning.

By these two steps, the creation of a Commission on Secondary Schools and the creation of a Commission on Institutions of Higher Education, the Association actually, if not officially, set itself up as an accrediting agency. The Association is now recognized not only within its own territory but throughout the United States as an accrediting agency, looked to for pronouncements on the standing not only of its members but of any institution of whatever grade, —or color,—in this territory. It seems to me that, whatever our history has been and whatever our plans have been, we must face the situation fairly and probably we must frankly assume the responsibility thrust upon us. We have undoubtedly ceased to be a purely private organization for mutual cooperation among our members; in very truth, the Association of Colleges and Secondary Schools of the Southern States has become the greatest educational organization in the South and the only Southern controlled educational agency that is Southwide in its scope.

In these days of educational flux, of transition, of reorganization, or, perhaps I may say it as a member of the older order, of trial and error,—can this Association afford to rest at its present level as an accrediting agency only, even as an agency taking the entire South as its province and all types of educational institutions as its problems? Must we not, as an educational force of the first order, the chief educational organization in our territory, face problems of educational organization and development beyond anything we have thus far done? Must we not frankly recognize that in large measure our work in standardization has practically been done, and that this Association must now set itself deliberately to a new task, a task involving a great deal more than the recognition of an institution which meets our well-established standards? While not evading our responsibility as an accrediting agency, ought we not to turn once again to our original purposes and, within the Association itself, throw the emphasis more and more on educational progress rather than on mere standardization; to look again inward? The mere mention of a few problems in this connection will serve fairly to indicate the point in mind, such problems as selective admission and selective retention, honor courses, comprehensive examinations, the unification of the educational process, orientation courses, the emphasis of the moral elements in education, the sound mind in the sound body of others besides the athletes, the adaptation of the educational process, educational experimentations, and so on.

In a very practical way, may I point out several tasks that lie immediately before us, some of which doubtless will be undertaken at this meeting, and some problems that we need to face

1. Granting that our standards are reasonably satisfactory, as fixed minimum requirements covering certain specified items, do not need to find certain other,—and perhaps better,—tests for full approval of an institution in any of our various categories? Is not the Association ready to evalue institutions over and beyond the present mechanistic requirements. No one is more insistent than I am that there shall be no lessening of our requirements. I seek a better and undoubtedly a harder test for qualification for the first rank. The teaching process, for instance, is undoubtedly the major function of a college or of a secondary school. In our College Standard number 15 we mention efficiency of instruction as one of a number of criteria to be relied on in determining the real character of an institution. We do not give

so vital a point as this anything like the weight, apparently, that we do to other things. Mechanistic standards were undoubtedly the first things we had to see to. We have done that. Cannot we do more?

2. Our college standards are fairly plain. (I speak of the standards for colleges of arts and sciences primarily, because they are the ones with which I am most familiar). Ought we not to insist that our members live rigidly up to these standards or ought we not to set some of them aside for enforceable ones? Our Commission in Institutions of Higher Education passes each year on a certain number of our college members, usually a new committee acts for the Commission each year. What comes of it? For after all, this Association ought to be more concerned in having its members conform rigidly to the requirements than in fretting over the deficiencies of border-like applicants for admission.

3. The emergency of the junior high school movement seems to necessitate at once a re-statement of our college entrance requirements with this in view. The simple answer to this, of course, is that we have merely to re-state the requirements in a numerical way,—twelve units, say, instead of fifteen. But is it as simple as that? Do we not need to consider anew the work done now in the senior high school in the light of the changes brought about by the junior high school plan? Certainly if the junior high school is merely the setting up of another dividing line in elementary education, as such a twelve fifteen compromise or solution would imply, the movement will not long survive. To be vital, it must imply a vital change in not merely the administrative organization but in the very concepts of elementary education.

4. In the questionnaire submitted to colleges applying for membership, the question is raised as to the relation of the high school preparation to college work. I wonder if, in most cases, there is any relationship,—and I wonder still more if there ought not really to be some vital relationship. Can we, as an Association, find some method or means by which the educational process may be made more coherent, more developmental, more natural; by which college training may be made to rest more solidly on what has gone before? I merely raise a question; I do not know the answer.

And now, a problem of practical operation. In recent years the work of the Association has grown even out of proportion to its increase in membership. Contrary to the usual economic law, the more telephones there are in any given community, the higher is the cost of service to the users. So, as the Association has grown, our tasks in operating the Association have grown at a greater ratio. To my mind, this means that we must have a more centralized organization to supervise and carry on these many activities. It will not be long before this Association will have to establish a central office with a full time executive officer, carrying on the general work of the Association and, perhaps, acting as the official inspector of colleges and secondary schools. The Executive Committee, at the Jackson meeting, began consideration of this problem and, looking to its solution and on recommendation of the Executive Committee, the Association voted to increase the membership dues.

The North Central Association has already begun the publication of a quarterly journal, in place of its annual proceedings. The value of such a journal is too obvious to discuss. This task, the publishing of an Association quarterly, seems to deserve immediate attention. The creation of a central office would take care of the practical operation of the plan.

The Association now operates in a fairly compact territory, a territory with a common history, fairly homogeneous in the character of its people, in its social organization, and, particularly, in its educational problems and outlook. This territory is not too large for the satisfactory operation of one Association. We are very much in the position of the middle sized bear with his middle sized bowl of porridge,—or whatever it was that the three bears were eating. It

is interesting to observe that an official of the North Central Association, the regional organization with which this Association is most closely related and whose problems are largely our own, is quoted as saying that, in his opinion, the North Central Association, covering twenty states, with a membership embracing over 250 higher institutions and more than 2000 secondary schools, is too large for the most efficient cooperation.

The Southern Association does not want to lose any part of its present territory. It is encumbent, therefore, on the Association so to operate its machinery, so to adjust itself to the needs of the various parts of our territory, so honestly and so impartially and so wisely to apply its regulations that, without surrendering in the slightest degree its standards or its high ideals, it will continue to merit and to hold the faithful adherence and loyal support of the educational forces of our great Southern dominion.

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## PRESENT-DAY PROBLEMS OF THE COLLEGE

*By Professor Leon Richardson, Dartmouth College*

I think it is fairly obvious that I have given myself a subject sufficiently generous in its scope. Present-Day Problems of the College; that topic embraces all that can be discussed in meetings like this. Presidents and administrative officers devote their lives to the solution of such problems, because they cannot dodge the issue—it is their job to do so; faculty members, when they can be diverted from the technique of research or from the standardized routine of the day to the consideration of questions of general college concern, emit both light and heat in the discussion; students, more and more in these days, volunteer to drive away the murky fog of tradition by what to them is the blinding light of youthful inspiration; the general public, high and low, rich and poor, is helpfully ready, each individual of them, dogmatically to solve upon fifteen minutes consideration the questions which trouble us. To this multiplicity of opinions, of projects, I cannot hope to add anything new. In fact a splendid opportunity is before me to lapse into that high-sounding vagueness which is not uncommon in the utterances of those of academic calling. That opportunity I shall do my best to avoid. But in our consideration of special problems which concern us of the college, problems which press for immediate solution, we sometimes lose sight of the institution as a whole. It is well for us at times to revert to the liberal college as such, to its aims, to its place in our social order and to the problem of how best it may serve the purposes which it is supposed to attain. That is the excuse which I offer you for the nature of this discussion.

That such a discussion may be warranted is shown by the tendency of many of us not to recognize the fact that the liberal college is the one original contribution of America to the theory of education. From the first it has been devoted to training, not primarily for vocational ends, but for living intellectually satisfactory lives. It has always concerned itself not merely with the embryo professional man and scholar as is the case with the continental universities of Europe and the provincial universities of England, not merely with a certain social class, as, in the past, Oxford and Cambridge have done, but with all who have the ambition to enter its doors. As time has gone on and wealth has accumulated so that college attendance in many families has become a matter of course, and as the state has made it possible for those of limited means to continue their education if they but express the desire to do so, we have reached the point at which hordes of our youth in America are continuing their training to a stage undreamed of in other lands. That great numbers of our boys and girls destined not for professions or the work of the scholar but for the ordinary every-day activities of the

world, enter upon that work with opportunities for intellectual development notably in excess of those common in other lands: that, I say, is the unique feature of our system. It is as yet but an experiment. No one can tell whether or not in the long run it will lead to success. But the college, the vital factor of the situation, has before it the responsibility of determining whether or not the theory upon which that experiment is based is an idle dream. And the prizes of success are so great, the opportunity for service are so dazzling, that they should serve as a compelling challenge to the institution to leave no stone unturned to make the result effective.

Of course the institution is not suffering for want of criticism and advice. It is freely proferred from every conceivable source. Some of it is useful; some, even, is valuable coming as it does from men who understand the handicaps under which the institution labors and who appreciate its difficulties. But much of it is so contradictory that, if it were followed, the static position of the institution under the influence of forces of equal magnitude coming from opposite directions would be pitiful indeed. Even more irritating is the attitude of self-confident individuals who gain a hearing in the public press from repute attained in other lines, entirely unaware of most of the aspects of the situation, entirely unsympathetic with the difficulties which must be overcome, and supremely insistent that some half-baked scheme or some ill-conceived theory shall be put in operation at once, be the consequences what they may. It should be recognized that the college, like any other institution, must be a going business, and it continues to go only so far as it seems to the public to serve its needs. It must be in the van of progress it is true, but its leadership must not put it so far in advance that it loses touch with those who are to be led. The motto of my own college is "The voice of one crying in the wilderness," but I hope that it will never penetrate so deeply into the wilderness that its voice is that of one crying without hearers. It is a self-evident fact that shoes may be designed far more sensibly adapted to the human foot than most of the models now on the market. But the college professor who should issue a hectic and insistent demand that all manufacturers of that commodity should force the public to accept a product which was good for them but which they did not want would be branded as an impractical idealist by the same man of business who expects his declarations concerning the college to be taken with entire seriousness. It is a problem before the college to consider all suggestions for its improvements, from whatever source they may come; to sort out those which are of value from those which are not; to justify its existence as an institution by the wisdom of its leadership; but with it all it is its problem to apply to its forward-looking activities the same calm balance and sane good sense which must characterize the conduct of every successful productive enterprise, whatever its character.

When we enter upon the practical consideration of the problems of the college in its relation to the community the first question which confronts us is whether or not it shall continue to exist. Many years ago predictions were common that the graduate school would eventually reach down and the secondary school would extend up until they met, leaving no place for the college between them. These predictions have not as yet been verified, but one tendency in recent years makes us feel that we may be moving in that direction. That particular development is the Junior College. It seems to me that the foundation of these institutions is based upon two practical considerations rather than upon matured educational theory. The first of these cannot be termed other than a matter of pressing necessity. Upon the theory of universal state-supported higher education it seems as yet impossible to fix entrance requirements for the state university which shall be at all rigid. The result is

a horde of entering students which swamp the institution so completely as to make its work ineffective. The majority of these students do not continue in the liberal arts college beyond the first or second year. The obvious remedy is to distribute this flood among small institutions scattered over the state and to receive in the university itself only those who choose to continue their work. The other reason for the junior college is less creditable. It is the impulse of civic pride or denominational devotion which seems to make it necessary that every community shall have in its midst something which may be called a college, that every denomination shall not fall behind its rivals in the work of so-called education. The junior college offers a method by which this pride may be gratified at the minimum of expense. But while the theory of the Junior College seems to me to be an afterthought ,it is not, nevertheless, to be lightly dismissed as necessarily unsound. It is that the first two years of college work are sharply differentiated from the last two; that there is no reason why the methods properly applied to the school boy, seemingly necessary during that time, should interfere with the methods which would serve men of real university status; that the assignment of these separate functions to different institutions is beneficial to both. There is nothing unreasonable in this principle as such, although it seems to me to lead to certain unfortunate consequences, but it should be recognized that it is in direct opposition to the theory that up to now has prevailed in American education. I think it will inevitably happen, despite any efforts which may be made by those interested in the Junior College to prevent it, that the institution will become an integral part of the system of secondary education, controlled by the authorities and pursuing the methods of the public schools; that the professional and graduate schools will reach down to meet it; that the Junior College training will end the educational development of the large majority of American students, and those who continue their training will be individuals who have selected as a life work the professions or technical scholarship. There is no question that much time would be saved in the professional training of such men. But the greater number of American students will, as a result, never encounter any educational method other than that applied to the school boy. In other words American higher education will follow exactly the European model except that it will take from two to three years longer to do the job. We may as well face the fact that the installation of the Junior College, as an integral and necessary part of the American education system, a part through which all students must pass, means, in the long run, the death of the college of liberal arts.

Perhaps that result is one which will make for progress. Each of us has his own opinion as to that; but with the evidence as it is at present, no one can decide. It is my belief that the American experiment of large scale education through four years of college work offers sufficient inducement and that the outlook for reasonable success is sufficiently hopeful that for the present, at least, it is in no danger of being abandoned. We need not, however, worry unduly as to the outcome. If the college in the lapse of time, with its new opportunities and new responsibilities, does the job that it ought to do that fact will become so plainly apparent that the institution will be in no danger; if it does not, its disappearance ought not to be regretted.

Assuming, however, that the liberal arts college is to survive, what are the demands which the social order may make upon it. Some years ago I ventured to state the purpose of the college in these words, "The stimulation and development of those gifts of intellect with which nature has endowed the student so that he becomes first a better companion to himself through life, and, second, a more efficient force in his contracts with his fellow men." That definition has been the subject of much criticism, in that it neglects moral

and ethical development as the one all-important aim of the institution. Despite this criticism I am ready to reaffirm my belief that the statement represents the truth. My reasons for this are twofold; first, that it is an ideal practically possible of attainment, and, second, that, in these days, it is a goal of the utmost importance to reach.

That the first of these points is true is evidenced by the fact that all of us, whatever may be our claims as to the fundamental purposes of our respective colleges, devote most of our time to the attempt to foster the growth of the intellectual independence of our students. That problem may be attacked directly with some prospect of success. The high importance of the task perhaps calls for further comment. One of the stock platitudes which is so often urged by academic leaders, as well as by the clergy, is the danger of training the intellect at the expense of the moral and ethical devolpment of the student. It is gravely urged that the individual of intellectual keenness unbalanced by high moral purpose is a person who is a menace to the community. That is an owl-like saying, the truth of which none will dispute. But I should like to call attention to an opposite condition to which attention is less often directed and which seems to me equally dangerous. What of the individual of high moral purpose, of force and driving power, of capacity for leadership, but whose intelligence is held bound by superstition, by prejudice, by preconceived assumptions? What if he is a leader in a community in which the mental processes of the rank and file are of the same type? I know that no accurate balance can be struck between the two, but I am not sure but that more harm has come to the world from men of high moral purpose and sincerity whose driving force comes from the bigotry, prejudice, and fanaticism resulting from defective or untrained intelligence, than from all the highly intelligent, mentally active, rogues of history. At any rate the latter, in the long run, despite their intelligence are usually revealed for what they are, and then no one has any sympathy for them; while the errors of the former are likely to be condoned by the fact that they are sincere, and the harm they cause by the assertion that their motives are good. I think that it would be a sign of progress if we ceased to regard high moral purpose as an excuse for stupidity. It seems to me, moreover, that there never was a time when trained intelligence, free of any hampering bonds, is more needed in our social order than it is now.

The task of developing the intelligence of the student should be, then, at the heart of the problem of the college. It is no easy task. Thinking is the most difficult of all processes, and the student, like the rest of us, is reluctant to do it. Opinions taken second hand are easy to absorb, and the student, again like the rest of us, prefers to do that than to go to the trouble of forming some of his own. Moreover, the college is, to a certain extent, held bound in traditions of appalling stupidity which are hard to break. Nevertheless, the institution as a whole is alive to the situation and is moving, though perhaps with exasperating slowness, to better and more sensible methods. All of us are engaged in the consideration of matters of this kind. We are beginning to recognize that, while the theory of college education for large numbers is the basis of our system, its lower limits cannot be pushed down too far. Undeterred, therefore, by the cry that the process is undemocratic by a full appreciation that the opposite of it is silly, various institutions have installed selective processes of admission, which have rsulted in some measure of improvement. It must be admitted, however, that the whole question of methods of college admissions by which none of the worthy are eliminated, and none of the unduly stupid, the lazy, and the unambitious are admitted is as yet in a state of extreme chaos. The situation is at its worst in the state institutions, where, from the nature of the case, an effective method of selection can hardly

be employed. We are beginning to recognize that the student, once in college, can best be influenced by being allowed to follow the lines of his interests. We are accordingly making more direct efforts to find what those interests are, or to induce him to form some if he has none. We are, I think, gradually getting away from preconceived notions and theories as to subjects "with which every educated man must have some acquaintance" and of subjects which are indispensable because of their "disciplinary value" and are proceeding upon the principle that those studies in which a man is most interested are for him the best. We are seeing the necessity of introducing the student, early in his course, to wide variety of subjects, by orientation or survey courses, or other methods, so that his interests will be intelligent ones. We are almost unanimous in our appreciation of the fact that the measurements of achievement by course credits, the accumulation of which in sufficient quantities in the college offices eventually results in an exchange for the degree, exactly as cigar store coupons are exchanged for some very lightly gilded prize, is a process almost monumental in its stupidity. Some of us, despite the plea of dean or registrar that the basis for his elaborate system of records be preserved, are making attempts to get away from this process, although, it must be admitted, most of us have not yet got very far. I venture to predict, however, that the day when the course credit method shall be abandoned is not so far in the remote future as once it seemed to be. We are finding that methods of examination of a new type offer many advantages. Some of us have come to the conclusion that a patch work of shreds and snippets does not make the texture of a proper college training, and have set up the requirement that every college student shall have formed a rather intimate and extensive acquaintance with some subject of his choice, and shall be required to show that his mastery of the elements of that subject is a real one by passing a comprehensive examination as a pre-requisite to the degree. We are becoming cognizant of our neglect of the superior student, and so far as we can find means to finance the project, many of us are instituting honors courses and other devices of the kind so that these individuals may receive an amount of attention commensurate with their deserts. You are familiar with these movements. You are yourselves participants in the study and introduction of many of them. The picture presented by the efforts of the college from an intellectual point of view is one of bustling productivity of new ideas, of increasing experimentation, of continual self-appraisal. The fact that these movements are so widely under way is perhaps the most encouraging indication of the real virility of the institution.

But all these devices are devices: machinery to make possible the results which we all desire to reach more surely and more definitely possible of attainment. They can succeed only if they work upon material ready to do its share. What of the student? No college professor can long remain an optimist of the Polyanna type, who confronts each day groups of men in which there exist so large a proportion of the dullard, the lethargic and the slothful, whom it is his duty by cajolery or by threat to lead or drive to the attainment of the minimum passing mark. In fact he must possess singular poise if he does not become a profound pessimist. We may as well face the fact, however, that as long as the college system works upon the theory of educating masses of students such an element will always be with us: that it is inevitable that it should be so from the social order from which the student springs and of which we are all a part; that our proportion of failure in attaining our aims will be large, and that we shall always be criticized by the uninformed for not turning every boy who comes to us, no matter what may be all the other influences which surround him, into a paragon of intellectual excellence. But despite all this the situation is far from a dark one. An observation of stu-

dents, which has extended over twenty-five years, has convinced me that while the college youth of today is more questioning in his attitude toward authority, more dubious of the competence of those who try to teach, more reluctant to enter upon irksome tasks just because some one tells him that he must do them than were the students of my generation, he is, nevertheless, more keen to seize the points in which his interests lie, more eager in their pursuit, and more self reliant in his attitude toward any intellectual exercise which seems to him worth while. I believe that the most encouraging factor in the situation which confronts the college is at this point: and that the efforts which we put forth to improve our processes will meet a sympathetic response from a sufficiently large portion of the student body to give them every change of success.

Care for the physical development of the student is recognized by most colleges as a part of their responsibility. So far as this relates to the recognition of physical defects, it is usually well done. So far as it has to do with daily exercise it is effective when it is limited to providing abundant facilities for the students to play what games they wish, and of dubious value when it extends to the point of requiring those students to play games. The term "compulsory recreation," found in many catalogues, is so familiar that it does not even direct attention to the obviously contradictory character of the two words. But physical development for all students leads us to intercollegiate athletics, although, as far as I can see, there is little or no relation between the two. When we approach that topic we are indeed in the domain of controversy. We may admit the many advtanges to the student, perhaps to the institution, coming from athletics as such, as well as some disadvantages in the form we now have them. I wish to discuss, however, but one element of the situation. I am not at this point interested in over-emphasis in the ordinary sense. The one thing which more than any other seems to me to matter is that, in its present devolpment, intercollegiate football has become a great public spectacle, not to be distinguished, except in greater interest and color, from other sporting events of wide popular appeal. The college finds itself therefore considered by a large proportion of the outside public simply and solely as a purveyor of sport; it is in exactly the same category as Mr. Tex Rickard, or the self styled magnates of the great leagues. While we guard carefully the amateur status of the student members of our teams, the business organization of our athletics is as purely professional as in any branch of organized sport. No one, of course, can object to individuals or groups of individuals making money from athletics: that meets a harmless popular demand and is a perfectly legitimate business. But I am sure that, were we not so habituated to the situation, we would gasp with astonishment as the idea of an institution of higher education entering upon that particular business. I do not believe that the two functions thus assumed by the college are compatible. I think that it is inevitable that the institution must suffer in the attainment of its true purpose by a connection of this kind. There is abundant evidence to support this contention. The organization of those whose livlihood is in sport, coaches and trainers, sporting writers and the like, together with that portion of the public whose interests outside business are apparently confined to sport, shows a solidarity purpose which is astonishing, and a capacity for publicity which is apparently unlimited. A great university bars an athlete of high repute from its team because it is discovered that he is ineligible, on account of a rule which the institution has decided upon as desirable to remedy certain crying evils. At once the sporting pages are filled with discussions of the case; most of them covert or open denunciations of the authorities of that institution for their action, together with sympathy for the injured sudent. May one ask in all sincerity what business a case like that is of the press or of the general public? A successful coach is found to be, on the whole a bad influence in

the institution: he is discharged, and immediately his carefully cultivated press following make life miserable for the authorities of that institution, entirely regardless of anything but the sporting aspects of the case. An athlete ventures the statement that he found football in college an irksome duty. In the discussion which follows it is more than hinted that there is something radically wrong with a man who holds such heretical views. A college team is generally believed to resort to tricky and unfair expedients with enough skill to avoid being caught. When protests are raised against such practices, the sporting page is filled with encomiums of that particular team as an examplar of "clean, hard football," a conception that seems to cover everything short of open murder. A college administrator suggests radical modifications of the game to make it more suitable to college conditions. At once the whole group of those whose livlihood depends upon athletics voice, with vehemence and with almost complete unanimity, hectic objections to a change which shall decrease in any way the prominence of football in the public eye. The number of illustrations might be continued indefinitely. Blame is not to be attached to the sporting writer for this situation. He is doing an entirely legitimate work in meeting the demand of that large portion of the public whose idea of the college is limited to the conception of it as an institution whose main excuse for existence is to cater to the desire of the public to be amused.

What the remedy for this situation is I do not know. I am certain that it cannot be brought about by sharp and radical measures, with any chance of practical success. Perhaps the tendency of students in some institutions to look with a certain disconcerting coolness upon the situation as it is may be a hopeful sign. I am inclined to think that there is more sanity concerning athletics among the student body than among any other group connected with the college. Of course if intellectual interest could be raised to the proper level, the problem of athletics would be solved automatically. Perhaps that is the way it eventually will be solved. Impratical as that idea may be it gives more promise of success than the method of violent suppression. The question may be left with a statement which, I think, represents the exact facts of the case: namely that in no problem concerning the college are we so far from any prospect of reasonable solution of the difficulty as in this.

We now approach the problem upon which wide differences exist among us, differences, which, perhaps, become hotly accentuated upon discussion. We all agree that the college should do all in its power to foster high moral and ethical standards in youth; to develop their students into men and women of character; to impress upon them the importance of the spiritual life. So the element of religion enters as one of the responsibilities of the college. But with the word religion we veil our meaning in obscurity. To some it means simply that which Count Keyserling calls the process by which the individual orients himself with the universe, and fixes his relation to what was, what is and what is to be; to more it is the acceptance of the principles of Christianity as the guide of life; to a still greater number is it a connection with the church organization and an acceptance, more or less complete, of its theology; to a decreasing group it means a necessary connection with a particular denomination to the exclusion of all others. With this vagueness in the use of the term religion it is no wonder that the student is sometimes puzzled to know what it is all about.

In most cases the founders of our privately endowed colleges were men who were devoted Christians, and who believed that student participation in religious exercises must be considered as indispensable for the attainment of those qualities of character which we all desire. That theory, although the number of religious exercises is probably reduced, is still held in the majority of colleges. Whether or not it is a valid one depends, I think, entirely upon how

it works. If the student body is sympathetic in its attitude, even if it is merely placidly acquiescent, there should be no question of abandonment of this theory. Many institutions are of this class. Here the only problem is to make the religious exercise actually serve the end which it is supposed to serve.

But in many colleges the situation is quite different. Compulsory attendance at chapel and church, is regarded as an imposition; student attitude is one of passive indifference or open hostility; and the results leave no one in doubt that the impact of the matter is one concerning which we have no cause to congratulate ourselves. It may even go so far as to be a real handicap to the attainment of those results which it is the purpose of the exercise to reach. What is then to be done? One course is to persist in the theory, to insist that the student ought to attend such services whether he wants to or not, that he will be benefited by them even if his mood is hostile or indifferent, and whatever be the situation or the results, he must go. He does go with puzzled wonderment at the mental processes of those who compel him to do so, and with entire disregard of the fact that the services have any religious significance whatsoever. The other method is a frank abandonment of the theory of compulsion, usually with the retention of the services upon a voluntary basis. The result is that the attendance drops almost to nothing, and the college is accused by certain classes in the community of being a godless institution. The second solution of the problem seems to be to have two obvious merits, that of being honest and of being intelligent. Curiously enough in at least one institution of this kind (although I do not ascribe its cause to the abandonment of compulsory chapel) interest in religion in the wide sense is more keen than I have ever known it to be before. Nor do its stduents compare unfavorably with those of any other in high moral standards and character.

I am beginning to lose my faith in the efficacy of didactic precepts in morals and religion when set before college students. They are likely to be attended to mainly by those who do not need them. Moral principles are more apt to come by contract from the example of those by whom the student is surrounded, and most effectively at an age earlier than the college period, than by instruction at any time. Religious belief may follow the same course, but it may be upset during college years. In the latter case the readjustment must be worked out by the individual himself. He can be helped in this process by sympathetic friendship and sugggestion of wise individuals whom he likes, but the attempt to drive or even lead him by those whose attitude is one of superior understanding hardly brings favorable results. He needs not so much instruction by those whose business it is to induce him to arrive at a preconceived and definite end as he does opportunity to expose his state of chaos to a friendly soul, and by the very process of exposure and examination of the tangled skein of his feelings and ideas to come himself to the discovery that the arrangement of them in ordered sequence is not, after all, so difficult as at first it seemed.

And this brings me to my solution of the problem of making potent the influence of the college in affecting for good the moral and spiritual character of its students. It is merely the pressure within its fold of men of the type which I have just described. Character, morality, all forms of goodness, spread by contagion; let us then provide all possible centers whence the contagion may spread. Men of simplicity, of transparent goodness, of personal charm, who compel affection and admiration,—but withal of such strength as to command respect, men who like boys and who honestly enjoy their companionship, men of firmly grounded opinions of their own but with tolerance and sympathetic understanding of the opinions and the difficulties of others, men with no parade of ostentatious ideals of service to humanity, but with the simple desire to live companionably with their fellow men; through the efforts of such as these the

college can make effective its moral mission. There are not many of them, but even one, in the community of the college, is likely to be more effective for the aims of righteousness than all the formal arrangements for instruction and training in morality and religion that the institution can muster. When he is secured and when we come to know what he is and what he is doing what matters it whether he be Christian or agnostic, catholic or protestant, highly learned or of merely passable intellect, him the institution will do well to fasten to itself with bands of steel.

We have considered in some detail these problems of the college. Perhaps they appeal to us as detached one from the other; their relationships may seem vague, but after all they are summed up in one issue: shall the college so act upon those under its charge that they become free men and women. Freedom should be our aim: not merely freedom from ignorance but freedom from preconceived ideas, from prejudice, from intolerance, freedom from the necessity of artificial props to support the mental and moral structure of the developing man, freedom to synthesize for himself his relation to his fellow men. Not that the majority of our students will take advantage of the opportunity. To attain and to use freedom is to them, as to most of the rest of us, too laborious. We are all likely to regard our prejudices as our dearest possessions, and our intolerances as our highest virtues. So we cannot hope to attain our result as thoroughly as we would like to do; but, if it is attained in a considerable number of cases, that success in itself abundantly justifies its existence of the college.

But the college encounters a radical difficulty in making possible the opportunity for freedom. It is a curious notion, but one astonishingly prevalent, that youth must be guarded; that he must be kept from knowledge of the case for the opposition, that he must be fed carefully selected propaganda, dogmatically labelled truth. That feeling expresses itself more and more in these days in organizations which have as their purpose not only the entirely ligitimate dissemination of their own views, but the suppression of those of their opponents. We seem just now deluged with these organized efforts to restrict the free interchange of ideas. Self styled patriotic organizations, bearing aloft misleading but high-sounding slogans try to suppress the careful interpretation of historical fact, and self-seeking demagogues ride into office, and thence sometimes to jail, on the hysteria which they create; miliarists, under the guise of patriotism, interpose obstacles as best they may to the fair discussion of the issue of the abolition of war; conservative business endeavors to prevent youth from knowing what socialism is all about, just as in Russia, the socialists in the ascendent suppress free discussion of the virtues of capitalism; religious denominations resent criticism of some treasured theological dogma. If a college allows a socialist, a pacifiest, an internationist, a believer of the mechanistic conception of the universe, a sociologist who casts doubts on some of the cherished formulas of society, in fact, a heretic of any kind, the freedom of its platform the presidents desk is deluged with letters which demand in no gentle terms that such a dangerous practice shall cease.

Of course the mental processes of those who demand these methods of suppression is almost unfathomable in its stupidity. It should be clear to any one that the supporter of a theory who is quite uninformed of the strong points of the case against it can be of little service to his cause. When he encounters one who is master of all aspects of the matter his only refuge is to lapse into noisy incoherency. Causes, theories, ideals of church, state and society can only be advanced by those who are other than blind followers. So the progress of any theory is to be truely advanced only by those who know and understand fully the case against it. If such men are lacking among its followers, it will cease to exercise any real influence. Furthermore, objection to

free discussion is always a confession of the weakness of the cause. An issue which has real strength behind it need not fear the closest examination and criticism. Moreover, if real strength is there it becomes most apparent when most vigorously opposed. If I were set to the task of convincing a group of students of the validity of the present economic order, while I should see that the case in its favor was presented with all care, I should place by main reliance in attaining my end upon the presentation of the opposite case by the most able and most radical opponent of that order whom I could induce to speak upon the issue. It is true that not all would make the decision which I would wish, but those who did would be recruits whose reasoned convictions would add strength to the cause. Whatever else we may say of students it cannot be denied that no group is so quick to recognize errors of logic, the substitution of prejudice, sentimentality, bombast for sound sense, and no group is so ready to appreciate accurate and logical reasoning and to yield to its force. I would rather accept the reasoned judgment of such a group upon a subject upon which they were interested and thoroughly informed than that of almost any group that I could select. It is nonsense to say that the immaturity of such men and women makes it necessary to protect them from the specious pleas of ill-intentioned theorists. He who makes that claim would, if it could be done, apply the same compulsion to any group, whatever its maturity might be, and I should be supicious that the speciousness, although not the bad intention, would be more likely to apply to his own reasoning than to that of those whom he condemns.

So when all is said and done we set up freedom as the one aim which includes all the others of the colleges. "Know the truth, and the truth shall make you free." That has been the message to men of forward-looking intelligence in all ages. If at times we asking doubtingly with Pilate, "What is truth?", at any rate we may be sure that our approach to it can only be by methods of calm and unprejudiced investigation by men of candid and open minds. To foster the development of such men is the one true function of the college. In the light of our discussion may we not regard with some optimism the prospect that the problems which confront the institution may be so handled that the degree of success which it attains in achieving that goal may from year to year measurely increase?

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## A STUDY OF MARKING IN HIGHER INSTITUTIONS

*Report of Progress*

The Findings and Recommendations of the Special Committee of Five Appointed in Accordance With the Following Resolution:

"That a committee be appointed to make a study of marking in higher institutions with the ultimate purpose in mind of recommending to the Association a scientific procedure of marking college students that would eliminate personal opinion and place it upon a thoroughly scientific basis." December, 1925.

The findings and recommendations of the Committee were based on the following studies:

(1) A tabulation of the marking systems of two hundred and ninety institutions. Eighty-nine are members of the Southern Association; two hundred and one are members of the North-Central Association. The questionnaire was sent to the full membership of both Associations.

(2) A compilation of best opinions made from reports of ninety-six outstanding educators of the country. The questionnaire was sent to one hundred thirty educators, including representatives of the graduate departments

selected on the basis of the study of graduate schools made by President Hughes of Miami University, the officers for the past five years of the Association of American Colleges and the Association of Junior Colleges, and ten men known to have taken special interest in the study of marking systems.

(3) A study of the distribution of all marks given at the University of Kentucky during a period of fifteen years. The distribution was made for the University, for the colleges, for the departments and for each instructor and included 202,561 marks. The variability of marks was noted and their sigma value assigned. This work was done by Mary Agnes Gordon, Fellow in the Registrar's Office of the University of Kentucky.

(4) A study of freshman failures in college by Dr. Joseph Roemer, Secretary of the Commission on Secondary Schools of the Southern States. This study was made to test the efficiency of the secondary schools by the way their graduates succeed in their freshman year in college. These reports are published in the proceedings of the Association.

(5) A study of the variability of marking in the different types of institutions, by Dr. Shelton Phelps, of Peabody College. This first report of the Committee was read in the meeting of the Association in 1926.

(6) A study of the percentage distribution of marks including sixty-five institutions, by President Carmichael of Alabama College.

## SUMMARY

A majority of those replying to the questionnaire appear to agree on the following points:

1. Four passing grades.
2. A qualitative standard for graduation. (In most cases the qualitative standard is one step higher than the passing mark).
3. Three divisions in the group meeting the qualitative standard for graduation.
4. The grading of students upon the basis of relative achievement or upon the basis of relative achievement in addition to an arbitrary standard.
5. A quality point system. Note: The system most generally favored:

*A* Excellent: three quality points for each semester credit.
*B* Good; two quality points for each semester credit.
*C* The lowest satisfactory grade; one point for each semester credit.
*D* Passing. Credit is given on condition that the student's standing is at least an average of C or 1. No quality points.
*E* Failure.

Temporary marks:

*I* Incomplete.
*X* Absent from examination.

On the following there seems to be no general agreement:

1. What should a mark measure? (Some say a mark is a measure of achievement only; other, achievement plus attitude, industry, improvement and many other factors).
2. What degree of achievement should a given grade represent? (The grade A given by different instructors seems to represent as many different levels of achievement as would be represented by the A. B and C given by one instructor.)
3. What per cent should be in each of the three divisions of satisfactory work?
4. What are the values of objective standardized tests in increasing the uniformity of the meaning of marks?

The Committee recommends:

1. That we accept as a basis for further study those points in our findings on which a majority of those replying to the questionnaires seems to be in agreement.

2. That we test the scientific value of these points by asking the members of the Association to take part with us in the study for the coming year. From the very nature of the problem these findings should be tested by a large number of instructors before being recommended to the Association.

3. That we accept the qualitative standard for graduation as the basis for dividing the students into two groups: First, those who have met the qualitative standard for graduation: Second, those who have not met this standard. Only the upper will be ranked on the basis of relative achievement. The lower group will be divided into two groups: "Unsatisfactory" or "Passed" and "Failure." (A student should be placed in the upper division if, in the judgment of the instructor, his work was of such a character that he would be willing to recommend him for graduation, provided all his work in the institution was of that level.)

4. That if the work of the Committee is to be continued volunteers should be asked to participate in the study, in the hope that the cooperation of at least five hundred instructors may be secured. (It is desirable that every institution in the Association be represented. It is understood that instructors taking part in the study will not necessarily make any change in their method of reporting marks to their own institutions. This is a special contribution to the work of the Committee.)

JOSEPH ROEMER, Chairman,
University of Florida,
K. J. HOKE,
College of William & Mray.
O. C. CARMICHAEL,
Alabama Woman's College,
SHELTON PHELPS,
Peabody College,
EZRA L. GILLIS,
University of Kentucky.
Committee.

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## THE COLLEGE AND THE INDIVIDUAL

*David Allan Robertson, Associate Director of American Council of Education*

As a representative of the American Council on Education, of which this Association is a constituent member, I have great pleasure in reporting on some of the recent work of the Council. I have also a great personal delight in being among so many of my friends. On one occasion when I was on a train bearing me from your secretary in Birmingham to your president in Atlanta I fell into conversation with a young college man who proved to be from Emory and who when he learned that I knew Dean Jack opened his heart to me. That boy's beautiful gratitude for Dean Jack's influence on him, probably never was expressed by the student to his teacher. It is pleasant to find that the rich personality which endeared this man to that boy has led you to honor him this year as your president. Of President Snavely's quality, too, I have had an opportunity to know directly and through his effect on others. Indeed as I look about this room I recognize many whose devotion to the college men and women of the South and whose friendliness to an inquisitive wanderer I have long since learned to appreciate. To each on his own campus I have expressed

my thanks for your cordiality and helpfulness. To all of you assembled here I say again that I am deeply grateful for the hospitality I have met in every Southern state and the warm friendship I have found in every Southern heart.

Constituents and friends, I claim standing as a colleague officially and personally. The American Council on Education is yours and I am your servant. And although I personally have been relieved of teaching in order to cooperate with you in some general educational enterprises I am still, I hope, one of you. I urge this point because sometimes, as in England when a headmaster or a professor gives up teaching to become an administrator, especially a "very reverend" Dean or even a Bishop, he turns savagely on his former works and colleagues and condemns all that he once hotly defended. In our country, too, some who leave the class room to become philosophers of education, as administrators of national organizations or as journalists or novelists bite the hand that fed and by their snarling and baying at the moon make hideous many a night, if one must listen to their after dinner jeremaids, and many a day if one must read their distribes against American education, especially the American college. You will find no such violent reaction in the utterance of a colleague.

Moreover, in this part of our country where stalk the ghosts of Spanish conquerors, I am mindful of an experience of the winter of 1912 which my wife and I spent in fascinating Spain. Every where in city and in tiny village, in railway carriages and by roadsides, in beautiful houses and in dirty markets I was impressed by the grave courtesy of Spaniards to American guests. The mule driver was as kindly as the noble ladies of Castille—like those who when they take the veil enter the ancient monastary of Las Huelgas near Burgos. It was there I learned a lesson. Entering at the north transept, I walked to the crossing and with my back to the high altar looked through a marvelous grille down the beautiful and empty nave. Into it there came four stately nuns who bowed in my direction. Thinking only of the courtesy encountered everywhere, I returned the bow! Mrs. Robertson whispered: "You have a Jehovah complex!"

I pretend to no omniscience—especially in regard to the American College. But things I have seen during my visits to one hundred and twenty-five colleges in this country and some fifty universities of England, Scotland, Ireland, Wales, France, Belgium, Germany, Czechoslovakia, Austria, Switzerland, Italy and Spain and things I have more recently learned from the consideration of the material which four hundred and eleven American institutions have submitted for inclusion in "American Universities and Colleges," have given me a genuine pride in the achievements of American higher education. Therefore, my colleagues, I do not come to find fault but to express appreciation of all that is good. Of course like you, an idealist with high ambitions for our schools and colleges, I shall always welcome constructive suggestions to make American education even better.

Some of those who have been most severe in their attacks upon our colleges have cried out against what they term "mass education" in the United States. It is true that in our elementary schools, classes are frequently too large and distracted teachers are overworked. But we are studying new ways to relieve the situation. New policies or old ones in new form engage our school authorities: the platoon systems, the Gary plan, the Dalton system, the Junior High School. It is true that the enrollment in secondary schools between 1890 and 1924. a period during which the general population grew 78 per cent showed an increase of 951 per cent. It grew twelve times as fast as the population. But aware of the poignancy of the situation we are going to the very foundations of our educational program to be sure of purposes and methods of secondary education. And already there are signs of a "general education" adapt-

ed to the needs of young people, related on the one hand to the elementary schools and on the other to the colleges and universities and to the life we must live in the United States. It is true that between 1890 and 1924 the enrollment in collegiate courses increased 445 per cent (1890, 121,942; 1924, 664,266) six times as fast as the general population, and it is true that during the same period the number of instructors increased from 10,762 to 51,907 and the relationship of the number of students to the number of instructors which dropped from 11.3 in 1890 to 9.2 in 1910 increased in 1924 to 12.8.

Moreover, every person who has had to study facts bearing on a college budget, every dean who has had to approve the registration of an individual student in Freshman English or History I or Elementary Political Economy knows that these totals do not tell the worst. The College knows too well the problem of the graduate schools described by Professor Buswell. In a single department during three years there were 242 candidates for higher degrees, each needing guidance in connection with a thesis. If distributed evenly at the rate of 80 a year each member of the departmental staff would have supervised four students. Actually one had to guide 41, another 39, another 29, one, 19; two had 17 each, three had ten and eleven had 9 or fewer. Averages do not tell where the shoe pinches.

We can understand why some severe critics or discouraged educators might wish to quote the motto at the head of a chapter in Sir Walter Scott's "The Monastery":

> "You call this education, do you not?
> Why 'tis the forced march of a herd of bullocks
> Before a shouting drover. The glad van
> Move on at ease, and pause a while to snatch
> A passing morsel from the dewy greensward;
> While all the blows, the oaths, the indignation
> Fall on the croupe of the ill fated laggard
> That cripples in the rear."

We can indeed appreciate why some complain of the disappearance of the personal touch in the college.

And yet, the college has never done so much for the individual as it is doing today.

The rigid common curriculum has disappeared. There is now an opportunity for an individual curriculum for each student. He can organize it himself, or he can have the assistance of college officers in solving his academic problems. I know that an occasional contributor to the Atlantic Monthly or some American who professes to speak for European education condemns fragmentary curriculum. Instead of inventing an illustration of the unrelated courses let the complainant present any considerable number of actual college records. Then let the dean responsible and the college explain to the accrediting commission interested in watching just such matters. The very general limitation of the choice of courses which will satisfy the requirement for a degree and especially the usual insistence on a concentration requirement in the third and fourth college years make unlikely any such contemptible chaos of courses as has sometimes been described as typical. Moreover, any representative of the Commission on Higher Institutions of this Association or of the North Central will assure you that examination of the records of a graduating class shows that the organization of the curriculum of the individual student is not merely a paper requirement. Some day a near-sighted critic will erect a scaffolding in St. Peter's and climb to see one of the great mosaics, some world famous picture, and with his eyes a foot from the surface he will exclaim: "It's not a picture; it's a lot of little stones."

Since 1890 the colleges have created officers whose duty is to aid the individual: Deans of colleges and Deans in the colleges. Dean of men—enough to make a new association, deans of women—enough to make another, upper class councillors, departmental advisers, registrars especially trained to care for the records of the individual, psychiatrists, and personnel officers. Since 1890 two new departments, each concerned primarily with the individual as such, have come into being; Psychology and Education. Since 1890 new courses have been established for the orientation of the individual. The college community's desire to welcome a man or woman who may be not only a typical college man but an individual, possibly even a genius, who will bring honor to his Alma Mater, has transformed the medieval dehorning of Benjaunus into the welcome of a colleague during Freshman Week.

Incredible as it may seem the very institutions which are crowded with students have been pioneers in developing new ways of aiding the individual. Sometimes a trival change makes a tremendous difference. In a required physical culture class of six hundred in which each student, for the sake of a roll call, wore on his shirt a number which matched one painted on the floor beneath his feet, students became numerals; they called each other by number; and they seemed to think that as mere numerals they could disappear immediately and inconspicuously after roll call. Hundreds did so at each meeting. When each man's last name stamped on the breast of his white shirt by means of an alphabet available to him at the door of the gymnasium, was substituted for the number men again called each other by their own names. With the restoration of individuality and self-respect came an immediate and almost unbelievable return of the sense of responsibility. They no longer cut class.

The larger institutions because they have departments of psychology and education can give expert assistance in solving the problems of individuals. Of course these new departments have done some queer things and given an opportunity to some of their incompletely informed colleagus to speak of "pseudoscience!" But as one not a psychologist or educationist called on to serve as dean of the colleges I found myself heavily indebted to my associates in education and psychology when the diagnosis of a special case became necessary. Reading difficulties, for instance, are at the bottom of a much greater number of freshman troubles than some have realized. Mastery of the technique of reading, which occurs now so miraculously in the fourth grade under the eye of the modern teacher of reading, is fundamental to every college course. Experts in reading can watch the eye movement of a reader and say at once if the subject is a rapid and accurate reader or an imperfect one. Judd and Gray and others at Chicago, have made it possible not only thus to analyze reading habits but to record them in motion pictures. It is my belief that within five or ten years the personnel file of every incoming student will include a record of the student's ability to read and comprehend his mother tongue and each foreign language submitted for entrance. Professor Buswell's application of this technique to French and German and Spanish for the Committee on Modern Foreign Language Study is an important illustration of what the departments of education and psychology can do for those who would understand and develop the individual college student.

Last year the president of this association paid a tribute to the work in elementary modern foreign languages at the University of Chicago. It should be said that this tribute is due not merely to the teachers in the Romance Department but to the educational experts of the Laboratory Schools, in which the courses were offered. The Director of the Laboratory Schools worked out with the teachers of French and Spanish a plan for reporting specifically on the exceptionally good and exceptionally bad students.

Periodically there came to my desk reports like these:

"A. B.. ..... Born in..... .....Prepared in..... ... . . Technical High School. Voluntary extensive reading, during Autumn quarter partially checked, is 1962 pages; modern novels, short stories, and plays. 1,000 pages of extensive reading completed this quarter; is beginning the cycle of 10 volumes of Romaine Rolland, "Jean Christophe," for his report in Romance 3, to which he has been promoted, the promotion taking effect Monday, January 29. Equally efficient in oral, written, and aural aspects of the language, although he had no previous experience with French before Romance 1, Autumn Quarter, 1922. Pleasing personality, sound of argument, discriminating in taste, and exceedingly responsive. Grade A. C. D. Romance 2.

.... ..... ..... ..... High School and.....University. Entered Romance 3, Autumn 1922; transferred to Romance 2. On basis of early work transferred to Romance 1, in which his grade was B for the Winter Quarter. He is a case for M. Coue. He suffers from a half-dozen phobia: self-worthlessness, ruined past and hopeless future, belief in inherited weakness of will power, belief in inherited tendency to despondency, etc. He is tremendously interested in himself and his tragic youth. His work in the Autumn Quarter was fairly good in all subjects due to the fact that he was reviewing courses taken elsewhere; this quarter he states that he is nearly failing everything. Apparently lost his grip. He quits working whenever he gets despondent over lack of memory and will, etc., etc., and then feebly struggles to catch up, only to fall back again. Apparent want of the woodshed in his preparation. I consider him hopeless unless taken in hand at once. I have set him to work reading the "Comte de Monte Christo" in a hope of awakening interest, teaching him something subconsciously, and making him acquainted with a model of romantic persistence. Meanwhile the report is probation, Grade F."

Such attention to individuals is being given in large universities through the help of Psychology and Education professors. It is my belief that Dean Hawkes has more genuine knowledge of each of the thousand men in Columbia college than has the Dean of many institutions with far fewer students which call themselves "small colleges" and which fondly cherish the idea that they are a log with a Mark Hopkins and one boy. I myself have had the experience of having an enthusiastic but disappointed admirer of the "small college" whose son had spent a year in an institution famous as a "small college" bring the lad to me in the University of Chicago in order that he might get the attention which the small college had not given him. If the large colleges and universities in spite of the handicap of numbers can give attention to the individual student—although they have the advantage of large departments of education and psychology—what a chance for the colleges with smaller enrollments when they are awake to their opportunity and the modern ways of meeting it.

As I have gone about among our American institutions I have found everywhere a desire to do the best for the individual. Frequently I have found in a single institution that some men were doing for men in their classes things which the rest of the staff ought to know in order to help their own students. In one member of this association I found the medical school health records, including basal metabolism tests, for all the students in the college of Liberal Arts. The existence of this information was not known to the Dean of the Arts College. When known it became immediately important in the solution of some problems. Health officers have data essential for the men who must understand the individuals. Perhaps another department has been experimenting with psychological tests but has not related them to the general college effort to develop the individual. Departments of Education have records of

the rate of reading and studies of eye fixations and eye-span. Scholarship committees have intimate knowledge of the personal needs and troubles of applicants for aid. Loan committee have similar confidences. Employment officers, Y. M. C. A. secretaries, heads of dormitories, fraternity advisers, physicians and ministers in the community, boarding house keepers, and most of all Freshman Composition teachers have confidential information which may be of great value in guiding the highest development of an individual. Of course confidences should not be violated; but the watchful English teacher who feels responsible for the education of a man will know how to make his information count for the growth of each student. We need to bring into cooperation all of these powers for the good of each and to enkindle in each instructor an enthusiasm for what is called by the ugly name of "personnel methods."

What do the colleges need to know about every student? What must the Dean or the teachers know? Of what must the placement officers be aware? What does industry wish to know about each? What information will serve the medical and other professional schools? What do the graduate schools want to know about each entrant? The anwers to these question are being sought by a Committee of the American Council on Education: The Committee on Personnel Methods, of which Dean Hawkes of Webash, Dr. C. R. Mann of the American on Education Professor A. H. Ruggles of Yale, and President W. D. Scott of North Western. A sub-committee, of which President Hopkins of Wabash is chairman is devising a Personal Record card which will conveniently afford essential information concerning an individual both in school and in higher institutions. During the summer a study of the application and admission forms used by the colleges was made by Professor Ben Wood of Columbia for this commmittee. In the Washington office a study of the forms of 78 colleges showed that these institutions asked 334 different questions. Not all of these were asked by any one college. Some of these were obviously necessary. Others were less so: "Of what organizations is your father a member?" "What is the estimated income of parents?" "Has a bond ever been refused you?" "To what extent do you use tea, coffee, tobacco, alcoholic drink?" (One college forbids the use of all of these as well as of meat.) "What are your eating habits?" "Do you wear high or low heels?"

The personal record card will afford a check list of items considered useful for immediate service in colleges, high schools, elementary schools and in research. Each item will be defined, its use or different purpose will be described. In addition to the complete personnel card there will be a college Personnel Record including a list of items and a manual of instructions. Moreover the items which might well be placed in every teacher's hands will be indicated. Your cooperation in developing the form is eagerly desired.

On such a personal record card there will be a statement of the achievement of the student at succeeding educational levels. The unsatisfactory character of the present system of grades has been sufficiently demonstrated. A committee on achievement tests has undertaken to provide measures of achievement objective and comparable. The use of such tests by the committee in charge of the Modern Foreign Language Study led to some very interesting and rather unexpected revelations regarding the quality of language instruction in schools and colleges in the United States and also in Canada and Great Britain. The report of Professor R. H. Fife, Chairman of the American Committee, and Professor M. H. Buchanan, chairman of the Canadian Committee will be found in the July 1927 number of "The Educational Record." Tests are already available in Modern Foreign Languages, High School Mathematics, American History, English, First and Second Year Latin, Physics and Chemistry. The Committee hopes soon to provide tests in Economics, Gov-

ernment, Ancient History, European History, Solid Geometry, Trigonometry and Biology.

On committee on Personality Measurements, of which I am chairman, and of which one of your own professors, Francis Bradshaw of the University North Carolina, is a member, is studying the college use of character rating scales. Of the 78 colleges studies last summer 38 endeavor to rate 118 traits. The smallest number of traits rated is 5; the largest 57; the average is 14. The number of raters varies from one to fifteen. In the October, 1927 "Educational Record" I have mentioned some of the traits which the colleges desired to have rated in connection with each individual. The rating scale has not yet proved its value. During the Christmas holidays my committee will endeavor to formulate the best possible rating scale to offer you for experimental use. If trial shows that it can be improved, it will be improved. If it proves to be worthless it will be discarded. We are honestly trying to learn what is most useful in the measurement of personality.

The attitude of this and all the committees has been most praiseworthy. They are open minded. They are cautious. Psychologists have come to believe that the so-called "Intelligence Test" does not measure "intelligence" but is a very useful measurement of achievement at a given time under specific conditions. The committee is especially mindful that the human will, so powerful in determining the success of any man or woman, has never been measured, although some interesting attempts have been recorded. Who knows? It may be that just as the indefinable electricity is not even now comprehended but is definitely measured by what it does to a certain amount of mercury, human personality, even the human will may be indicated in some way by some yet unknown measure of its effect.

In any case even if the committee does not solve the problem of defining and rating personality, it may develop a way of recording such useful portraits as the two which I read to you. Dante, Chaucer, Shakespeare were able to give personality to their creations by using words. Teachers have learned to record such pictures. Surely the great art is worth cultivating for the guidance of the growth of a living man as well as for the appreciation of a clerk of Oxford or a Falstaff or Prince Hal. If we know what to observe specifically and how to express our observation we may be able to make even a letter of recommendation reliable and useful.

What are these personality measurements, these records of achievement, these personal records for? Of course that raises the problem of the purpose of the college. I attempted to discuss some of the interesting matters contained in Professor Richardson's stimulating paper this morning. I use great restraint. Only I wish to call attention to the recent rapprochement of those who emphasize the liberal purpose of the college and those who are interested in the vocational end. Even in England, home of the idea of cultural education, I have observed in recent months a proud willingness in Cambridge, to say that the number of graduates who entered business in 1923-24 was twice that which entered trade in 1922-23. Public school men have discovered that the social training which has proved so valuable in the army should not be allowed to atrophy in a counting house but should be made effective in interpreting labor to direction and directors to employees. During the last half year Lord Eustace Percy several times has spoken of the importance of relating education to careers. And in this country there is abroad in the land an eager desire for a precise understanding of the work of the world which must be done by our school and college graduates. The great profession of medicine is analyzing the responsibilities and opportunities of the health officer so that the profession may know how to organize training for those who will cure our ills and keep us in health when we are well. Industry has undertaken to analyze

what men do when engaged in certain tasks. "Job Specifications" is the title of a reprint from the October, 1927 "Educational Record" which the American Council on Education will gladly send to you. When the work of the world has been described by those who are doing it, the teachers can understand just what their students must do and be in order to do that work well. Citizenship, life itself, can be so analyzed and its hundreds of specific responsibilities listed and studied for the benefit of the individual student. Here is another co-operative task.

Such is the point of view of the fourth committee dealing with personnel methods. Dr. C. R. Mann, Director of the American Council on Education has been studying existing vocational monographs. His committee is trying to find out just what information concerning professions or business positions will be most useful to college men and women. They are developing several model monographs along the line of the outline given in the October Educational Record. These will be ready to place in the hands of the class of 1928. Their experience with these documents will lead to revision and the issue of a 1929 model. That committee hopes to find a better way than we have yet been able to use in guiding the college man into a place where he can work effectively and happily.

Your committee on personnel methods in advancing the work of these four committees seeks to make even more effective the service of the college administrator and teacher in finding and devloping the abilities of every college student to the fullest. The cooperation of all teachers in the study will bring helpful devices to the knowledge of all. Aiding the teacher to teach the individual student by placing in his hands the latest personnel methods will inevitably direct attention to other matters which affect the teacher's abiliy to do his work as well as he wishes to: teaching load, material aids in library and laboratory equipment, physical environment in and out of the class room, salary and leisure for study and research as well as conference with students.

Industry is reaching down into the colleges and high schools and claiming the gifted students. If we are to make our contribution to civilization we must make it possible for some of those students to enter the universities and colleges for research and teaching. Industry can offer great monetary rewards. To meet that terrific competition education must at least provide a comfortable living and some important compensations other than salary. If we can find and guide the individual we ought not to fear the failure of our succession of scholars and scientists. Some Englishmen wondering over the Isle of Portland looked down into the great quarries from which came the stone with which London was built. "Over in that corner," said the superintendent of works, "is where St. Paul's used to lie. Over here is the place Bush House came from. There's a whole new London, down there. Perhaps a better London than Wren's. It all lies with the architects." Our material too lies ready; it lies with us architects. Perhaps we can even find ways to recognize a stone for the corner so that it will not be even once rejected by the builders.

The colleges are doing well by the individual. They will do even better.

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## GREETINGS FROM THE CARNEGIE CORPORATION

*R. M. Lester, Assistant to the President*

Mr. Chairman, Ladies and Gentlemen:

I occupy this evening a position similar to that of a bench-warming substitute football player, who, in the last minute of play, is sent into the game to replace a noted half-back. Who the substitute may be makes little difference. He is expected to do little more than be the necessary eleventh man.

Let me express, Mr. Chairman, the regrets of President Keppel that, because of circumstances beyond his control, (because of death in his family) he is unable to stand at this time before this Association which represents so adequately the educational forces of the South.

As I look over this audience I see men whose names have been fixed in my mind from my earliest memory of school affairs. Others I have encountered during my student days in a Southern College. Others I have known as comrades-in-arms, as it were, in secondary and collegiate teaching. To say it in another way, this audience represents much of the past history of Southern education, most of the present and some of the future. But it is not my purpose to speak of the history of Southern education or of this Association. You know such history much better than I do.

An Association of this kind is an excellent clearing house for ideas, ideals, and forces. Among these forces we may probably count with some justification the educational foundations, though they are a step removed from the actual battle. Having money, and some of it to give away, the foundations are set apart; and many think that the men working far and with endowments are not only set apart, but are isolated and maybe insulated from the current of active educational problems. Foundation people are not teachers; they are not philanthropists. Yet, obviously, they have to do with philanthropy. Some facetious person has termed them Philanthropoids. The Greek may not be impeccable, but the meaning is clear.

At any rate college presidents, school principals, directors of councils, and philanthropoids—the institutions which they represent and the human material with which they deal—seem to be co-operating as never before in this business of giving and getting an education,—not as the undergraduate says, "The business of forgiving and forgetting an education."

Out of the whole process, an educational product is being turned out. There are faults in the technique; the product has flaws. But a job is being done, and that is an American way—which is certainly new in the history of education and maybe of value. Like Henry Ford, we are free to tinker with the old technique and thereby improve the old product, or we can scrap much old machinery and turn out a new model—but still a Ford.

Really, Ladies and Gentlemen, I have no place on this program. The excellent addresses of your speakers today and the splendid presentation of the relation between the college and the individual by Dr. Robertson, of the American Council, make it inadvisable for me to attempt to add anything to the program.

So without further comment let me express the regret of the Carnegie Corporation that President Keppel is unable to be present, and let me express also my pleasure at being so unexpectedly privileged to attend the sessions of this Association, which to my mind is playing the leading part in what promises to be, during the next thirty years, the greatest educational development ever seen in any section of the United States.

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## ADDRESS BY THE FRATERNAL DELEGATE OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

*J. B. Edmonson, Secretary of the Association**

As the fraternal delegate of the North Central Association of Colleges and Secondary Schools, I am instructed to bring friendly greetings to the Association of College and Secondary Schools of the Southern States. I am de-

*(Dr. Edmonson presented a more extended statement of the work of the North Central Association in a paper read before the Commission on Secondary Schools.)

lighted to be the agent to deliver these greetings to you. I also wish to remind you that the North Central Association greatly values its fraternal relations with your association. Your delegates have always made a fine contribution to the programs of our association. Their presence and their addresses have contributed much to develop a more appreciative understanding of the work of your association.

Your chairman has kindly reminded you that this is the second time that I have come to your association as a fraternal delegate and has very generously expressed the hope that I may come again. I genuinely appreciate his invitation. May I, however, express the hope that the next time I visit your delightful section I may find that you have extended your meeting from four days to three weeks. I am certain that I could enjoy every minute of a longer visit.

As you know, the Southern Association and the North Central Association were estbalished at approximately the same time. Both have been eminently successful in their fields of work. Your association has come to possess a commanding influence in Southern education and our association has attained a similar position in the twenty North Central states.

There are some of us in the North Central Association that realize that there is a certain danger arising from the great power that our organization has acquired in educational matters. The power is so great that abuse of it would be extremely detrimental to progress in education. I know that the power of our association is feared by some of the higher institutions and by many of the secondary schools. I assume that this same attitude of fear of your association prevails among some of the institutions in your territory. I do not believe that the leaders of the two associations should ignore this attitude. It certanily should cause the leaders of the two association to recognize the importance of using the power of the regional standardizing agencies with great wisdom.

This is an age of experimentation in educational fields. It is, therefore, an age when it is difficult to frame standards that may be applied arbitrarily. With the development of the junior college, the spread of the junior high school, the changing of college entrance requirements, the introduction of new subjects in the curriculum, it is imperative that standardizing agencies assume a friendly and interested attitude toward all bona fide educational experimentation. We must, however, take care to avoid giving our support to changes that are defended as experiments but which are in reality dictated by expediency or the desire to try novel procedures.

In the matter of educational experimentation of an unusual kind, I may claim to be an expert. I am chairman of an imaginary Board of Trustees of a fictitious institution, and a friend of mine, who is engaged in a mercantile business, is the president of our college. As officers, we stand for the trial of the new and unusual in college administration. We recently had a meeting to discuss college problems, and the president, addressing me as chairman of the Board, presented the question of the dismissal of students at the close of the first semester. After some discussion, the president arrived at the conclusion that, since we are a new institution and not bound by traditions, it would be a novel experiment to dismiss fifty per cent of the more pious members of each class. I am certain that you will recognize that this as a new procedure in college administration. At this same meeting the president of our fictitious institution presented a recommendation submitted by one of the professors that our most useful athlete be dismissed for poor scholarship. This recommedation we felt should be handled experimentally. With the aid of the president, the problem was solved by dismissing the professor. It may be that

Dr. Lester of the Carnegie Foundation may see fit to underwrite a plan to make our fictitious institution a reality and thus expend some of the "filthy lucre" to which Chairman Jack has referred. I will not take time to relate other problems that have been solved by those of us in charge of this fictitious institution, but I have doubtless said enough to convince you that I know something of the possibilities in experimentation in the field of higher education.

To treat the problem seriously I am certain that you will agree that our regional standardizing agencies must not take a repressive attitude towards experimentation. I feel that the North Central Association adopted a wise policy when it agreed this past year to allow one of its junior colleges to continue as an approved school and yet carry on an experiment that was contrary to the usual regulations. This school was directed, however, to report to a special committee of the association. I believe we must look forward to the granting of more requests for freedom to experiment.

When organizations possess such great power as the Southern Association and the North Central Association, there is likely to be a temptation to use the power to bring about a marked degree of uniformity. I personally do not believe that the use of power in this way will prove conducive to the best interests of our educational system. I hope, therefore, that both associations will actively encourage experimentation on all levels of our educational system.

It must be apparent to the older leaders of our two associations that changes are taking place very rapidly in the relative strength of the representatives of the two principal types of institutions brought together in the two associations. Since my first participation in the affairs of the Norh Central Association in 1915, I have noticed with interest the increase in the numbers and influence of the members from the secondary schools. In the earlier history of our association, it is very evident that the college representatives were far more numerous and much more influential in determining policies than the secondary school representatives. At the present time the representatives of the secondary schools in the North Central Association have about seven times as many potential votes as the representatives of the higher institutions. I would infer that much the same change has taken place in the Southern Association.

I do not mention this change as cause for any alarm but rather to give occasion for emphasizing the fact that your association, as well as North Central Association, was established to promote a friendlier and more cordial relationship between the secondary schools and the higher institutions. It would be extremely unfortunate for the representatives of the secondary school to seek to direct the activities of either association in such a way as to cripple the higher institutions. The domination of higher institutions by secondary schools would, in my opinion, be even worse than the so-called domination of two decades ago of the secondary schools by the higher institutions. What is wanted is not domination but the most generous cooperation. It is evident that in your association you have this cooperation and I am proud to say that the North Central Assocoiation has never had any reason to fear any friction between the representatives of the two types of institutions. It is, however, very desirable to seek to avoid the possibility of differences by frequently referring to the aims of our associations.

As the secretary of the North Central Association, I have also been instructed by the Executive Committee to call the attention of the four other regional associations to a conference that is to be called at Boston at the time of the forthcoming meetings of the Department of Superintendence. This conference will be sponsored by the Executive Committee of the North

Central Association and will be called to consider problems of regional standardizing agencies. Questions will be submitted involving the differences and similarity of standards for different types of educational institutions, the desirability for a freer exchange of approved lists and other related matters. It may be that someone will propose a question as to the desirability of a national standardizing agency. It is my own personal opinion that a national standardizing agency is not desirable. I feel that there is much to be said in favor of strengthening the work of our regional associations. I believe, however, that a closer cooperation between these agencies would be productive of much good.

In visiting your association, I have been impressed with the fact that your members take a marked interest in the work of your association. Your attendance this year is greater than the attendance at the North Central meetings. When one considers that your territory is smaller, your greater attendance points to a very genuine interest in the affairs of the association. I congratulate you on this fine interest exhibited by your members.

In closing, I wish to voice the genuine desire of the North Central Association that you send a fraternal delegate to our next meeting in Chicago, March 13-16, 1928. I also want to thank members of the association for the many courtesies that have been extended to me as a fraternal delegate of the North Central Association. Before taking my seat, however, I want to remind you of the fact that the two previous speakers have convinced you in very gracious ways that they are a part of your family. I congratulate them. I fear that I cannot claim as much. I am reminded, however, of a sign that is reported to hang over a house near Boston. It reads, "Paul Revere would have passed this house if he had taken this road." I wish to say that I would have been born in one of your states, that of Kentucky, had my family not left there about one hundred years ago. I hope that this will cause you to accept me as a part of the family of the Southern Association.

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## THE PLACE OF THE DEAN IN THE ADMINISTRATIVE ORGANIZATION OF THE COLLEGE

*By Charles E. Friley, Dean, School of Arts and Sciences, Agricultural and Mechanical College of Texas*

"The future of America is in the hands of that trinity of social servants—the investigator, the interpreter, and the administrator."

This statement by President Glenn Frank suggests with admirable conciseness the direction of responsibility for the success of the American Institution of Higher Education. All three are indispensable in the educational program: the investigator, who advances knowledge; the interpreter—or teacher—who translates the ideas and discoveries of the investigator into the language of the people; and the administrator, whose business it is as an intellectual engineer to lubricate the complicated educational machinery with the oil of common sense and, when necessary, to vitalize it with the gas of diplomacy, so that it runs smoothly, with the minimum of friction and the maximum of economy and constructive results.

In the catalogue of administrative officers of the American college the Dean stands out prominently—at least in a numerical sense; reminding us of Mark Twain's observation that a resdient of Cambridge could not fire his revolver from his back porch without bringing down a two-volumer. Deans of Colleges, Deans of Schools, Deans of Administration, Deans of Instruction, Deans of Freshmen, Deans of Men, Deans of Women, Assistant Deans, Associate Deans, Vice-Deans, Sub-Deans, and in one notable instance, a Dean of Deans,

present an impressively diverse, and a diversely impressive array of administrative talent, whose work constitutes a large factor in determining the direction, definiteness, and smoothness of educational progress.

In attempting to outline the place of the Dean in the administrative organization of the college I am fully aware that no sketch of his work would be entirely acceptable to everyone, nor would it fit into every school. And certainly I wish to avoid any suspicion of trying to standardize the place and functions of the Dean. Perhaps generalizations on such a subject are not always considered valid and helpful. The various types of colleges, their size, their control, their location, traditions and needs, as well as their peculiarities of personnel, must all be taken into account. It should be kept in mind, also, that the term "Dean" is used in two distinct senses; in many cases, particularly in the smaller colleges, he is an administrative officer for the entire institution; in the larger colleges and universities he is the active head of a school, college, or similar division of the institutional organization. Obviously, therefore, the character of the institution and the relative place of the school or college within the larger organization of the institution will be important factors determinant of the Dean's functions and influence.

Again, there arises the question of the advisability and desirability of precise definition of the respective duties of administrative officers in general. It is the conviction of many that while there should be a substantial understanding as to the duties of Deans, a harmonious relationship, sympathetic understanding, constant conference, and cooperation between the different officials are matters of great importance. There are institutions which have never defined in writing the duties of any officer, notably the older colleges of the East, believing such definition hinders rather than helps in administration. Definitions adopted today would probably be out of date five years hence. Matters are carried out largely by consultation, persuasion and concession. At the same time, the tremendous administrative strain under which higher education is now laboring, and the diffifficulty of adjusting the college machinery to the vast army of students, makes it imperative that there be a clear understanding and equitable distribution of administrative direction if the institution is to meet adequately the complicated and growing demands which are made upon it. And in this process of readjustment the administrative machinery must be made large enough, flexible enough and human enough to meet future contingencies.

One of the earliest interpretations of the place and function of the Dean in the American college was made in the first annual report of President Eliot, presented to the Board of Overseers of Harvard College just fifty-seven years ago:

"It is the Dean's duty to preside at the meetings of the Faculty in the absence of the President; to administer the discipline of the College; to take charge of all petitions from undergraduates to the Faculty; to keep the records of admission and matriculation; to furnish such lists of students as may be required by the Faculty or the several teachers; to prepare all scales of scholarship, and preserve the records of conduct and attendance; to submit each year to the Faculty lists of persons to be recommended for scholarships and beneficiary aid, and likewise a list of those who appear, from the returns made to his office, to have complied with all regular conditions for the degree of Bachelor of Arts; and in general to superintend the clerical and administrative business of the College."

Truly the early Dean was all things to all students! A combination of secretary, registrar, clerk, guide, counsellor and friend,—and teacher, if time were left for that purpose; assuming all the duties not desired by other members

of the faculty. No wonder the office was respectfully but firmly declined by several prominent Harvard professors in Dr. Eliot's early presidential days.

With that early conception of the Dean's function, contrast the modern viewpoint as exemplified in the plan of administrative reorganization adopted by the University of Arizona in 1921:

"The Dean of each College shall be the director of its educational activities. He shall be appointed for an indefinite term by the Board of Regents, upon nomination by the President of the University, after conference with the assembled heads of the departments and professors in the College concerned. He shall be the presiding officer of the faculty of his College. He shall be the *ex-officio* representative of his College in the Administrative Council. He shall formulate and present to the Faculty or to the President policies for consideration; but the rights of no member of the Faculty shall be abridged in bringing any matter whatever to the Faculty or to the President. He shall transmit to the President the budget recommendations for his College, and shall report budget action as hereinafter provided. He shall make reports upon the work of his College, including an annual report to the President before the close of the academic year. He shall oversee the progress and look after the academic welfare of the students in his college. He shall be the ordinary medium of communication for all official business of his college. With the approval of the President, he shall represent his college in administrative conferences. In cooperation with the department concerned he shall nominate members of the teaching staff."

In the first instance, the emphasis is placed largely on the clerical duties of the Dean, most of which, incidentally have been transferred in recent years to other college officials; in the second his primary duty is that of director of the educational activities of his college. This change of emphasis indicates admirably the trend of evolution of the office in the last half-century. In many cases, however, the work of the Dean is still too clerical, and unfortunately there still exist a few Deans who do not want to give up these petty jobs of routine—which fact becomes the basis for a suspicion that such jobs constitute about the only type of work they can do in an acceptable manner. These cases, however, are quite in the minority; competent and progressive deans are typical.

The proper functions of the Dean may be divided into two classes: administrative and ministrative—practical and idealistic.

From the standpoint of administration certain definite duties seem to stand out clearly, as evidenced by present practice:

1. *The Dean should act as the chief adviser to the President with respect to the work and policies of his particular school.*

In many cases the Dean is now regarded as a sort of minor president, charged with definite responsibility for the success of the educational program of his division. Consequently he must be the type of man in whom the President can place full confidence, full trust and full power. As chief adviser he must have a comprehensive insight into the work, the needs, the strength and the short comings both of his faculty as a whole and each department under his care, and of the relation of his school to other divisions of his institution. In his own sphere of activity it is not inconceivable, as suggested by President Thwing, that "the wisdom of the Dean should be wiser, his discretion more discreet, and his decision more conclusive, than any wisdom, discretion, or decision of his superior officer." (1).

2. *The Dean should be a member of the Administrative Council of the Institution.*

(1) Thwing—The College President.

The Administrative Council is the outward and visible sign of the administrative unification of the institution. Its composition varies but in general it is composed of the President, the Deans, the Registrar and the Treasurer. To the other faculties it has something of the relation of a higher court. The work of the Council should be directed primarily toward the enforcement of the more general regulations established by the faculty. It is questionable whether the Council should have legislative powers, except as to such matters as are specifically delegated to it for sufficient cause. Ordinarily the Council should not make or amend rules, although it may, in the capacity of an administrative body, suspend the action of a rule in a particular case. It seems advisable, however, that it should have final jurisdiction over offenses against the rules of the Faculty. In all cases, the Faculty should be the originating legislative body in respect to those matters which have to do with educational policy. It is hardly necessary to say that the work of the Administrative Council should be based on mutual understanding and the concerted efforts of its members; not the least of its duties being to devise plans whereby the President may be relieved as far as possible of the excessive burden of routine which has heretofore been imposed upon him, so that he may be free to devote himself to the larger problems of the Institution and may attain the position of academic freedom that the high office requires.

3. *Subject to the approval of the President, the Dean should nominate faculty members for his school.*

In no other matter is the wisdom of the Dean so greatly needed as in the exercise of the all-important function of recruiting faculties. The vastly increased enrollment in colleges has necessitated increased faculties. Material things can be doubled or trebbled in number as required, without violence to accepted standards; this is one advantage of the factory system. But a group of men in whom the spiritual element is so essential as in teachers cannot be doubled or trebled without lowering the average in many of those desirable traits which make for the most effective teaching. We must face the unpleasant fact that present day faculties contain many men of mediocre ability. Few colleges and universities are noted today as great teaching institutions for undergraduates. Teaching is an art, and experience cannot be gained overnight. An untrained teacher can do an incalculable amount of harm. When a college, faced by greatly increased enrollment and by limitations of budget, as is too often the case, finds it necessary to increase its faculty ten or fifteen per cent in a single year, it is more than likely that both teachers and teaching will lack much in inspiration, in depth, and in resourcefulness. In this connection the following excerpt from the now famous report of the Dartmouth Seniors is enlightening, and worthy of consideration:

"One of the chief causes of failure as a teacher is the professional conception of manufacturing and 'giving a course', as a machine-like mass-method attempt at education, totally detached from concern with the needs and interests of the individual. The impersonal relationship between teacher and student, and the present class-room, lecture-hall, final examination system of education is the inevitable of the popular philosophy that man neither want an education nor possess the intelligence and the initiative to go about acquiring it in a non-paternalistic manner."

"The Faculty professes a desire to have students think, but backs water usually when the thinking of any student begins to wreak havoc with its own pet notions."

"We discard as the one greatest demerit of our present educational system the theory and practice of professional activity to compensate for and care for student apathy."

The wise Dean will find out enough about his prospective faculty appointee to feel reasonably sure that he will fit into the organization both professionally and personally; and he will not forget to make discreet inquiries of a similar nature with reference to the candidate's wife. President Eliot once said—"The thing that should keep college presidents and deans humble is to see the results of their selections walking across the campus."

After all is said and done, the plain fact remains that the faculty is the essential life of the college, and the quality of the teaching is the measure of the success of the college.

4. *The Dean should be responsible for the budget estimate of his school.*

The fine scorn of the material phases of education, such as finances, which characterized earlier days, has given away to a recognition of the vital necessity of the budget. A budget has been defined as something that everybody favors but nobody understands. But solvency is a well-established principle today in the successful operation of colleges, and there is general recognition of the fact that fiscal efficiency and educational efficiency must go hand in hand. The spiritual success of the institution depends upon the material and objective phases of its work as well as upon the intangible phases. The budget is really the key-stone to the whole arch of administration, and represents more than anything else the practical application of our educational doctrine. It is the most important avenue of contract with the various departments. The details of the budget should be worked out in conferences between the Dean and the heads of departments, and the recommended budgets of the several schools and divisions should be harmonized by the heads thereof in conference before being presented to the President for final approval.

The following method of making a budget has been suggested by President Elliott of Purdue:

1. Find the amount of money available.
2. Resolve that there shall be no deficit.
3. Ask the several departments how much they need.
4. Sum up, scrutinize, and analyze the estimates.
5. Fix the salary roll. This is very important ,but often difficult.
6. Ask for objective evidence in support of requests for increases. Years of service constitutes only one index; the value of the service rendered should be the real guide.
7. Ask each department head for a confidential report on each member of the department.
8. Correlate, as closely as possible, the financial outgo with the educational income. This is probably the biggest budgetary problem.

5. *The Dean should supervise curricula, courses, and methods of instruction in his school.*

In the midst of widespread discussion of the relative advantages of the fixed curriculum, the elective system and the group system it is necessary to recognize clearly the imperative need for a balanced intellectual diet for the proper development of the immature mind. The college must be true to its highest conception of the things that are essential to culture; the student must not be allowed to confuse credits and a diploma with what is rightly called education. Chancellor Capen recently remarked that—"The exchange of the credit system currency between colleges has been a barrier to educational reform." Education is a matter of the spirit, while getting a diploma too often depends merely on the fulfillment of requirements. Since the intellectual work of the College centers naturally in the curriculum it is essential that the Dean exercise constant supervision over this important framework of the educational process. It is not contemplated, of course, that he should have the right to add to or take from curricula and courses in his division; but he should study carefully

all faculty recommendations for changes of whatever nature, and in his final judgments he should give due consideration to the effects of such changes on other divisions of the colleges as well as upon his own. In too many instances curricula are determined more through personal likes and dislikes, and departmental ambitions than upon the basis of sound pedagogical principles; and the result is usually a mighty maze without a plan. It has been charged that the curriculum, as now conceived, is one important explanation of student incompetence, and is therefore justly subject to attack. It is further charged that through the curriculum the educational process has become largely a quantitative one, symptomatic of the great American mania for size and numbers: as many students as possible; fifteen points for admission; fifteen hours a week as a normal student schedule; fifteen hours a week as a normal teaching load; twenty students to the class; passing a given number of hours in order to remain in college; so many credits per subject; one hundred twenty accumulated semester hours for graduation; a specified number of credits for the higher degrees; and a multiplicity of courses, covering nearly every conceivable interest of humanity,—in the words of the cynic: "useless courses for countless blockheads." We have come to look upon education as the acquiring of knowledge, and we try to give the student something from every field of thought, in the belief that when his brain is stuffed with information he will instinctively act wisely and well. These packages of knowledge are presented in the most agreeable form, usually pre-digested, and are fed to the student in small and accurately measured doses, at fixed intervals and from stated textbooks. "Truly," saith the philosopher, "under such a system nothing is easier than to attend college and nothing is harder than to get educated." Dr. G. Stanley Hall, in his "Life and Confessions of a Psychologist," thinks that Deans have some responsibilty for this situation. He says:

"University deans often have created rules which they themselves can suspend for individuals, and this has greatly augumented their power. It is they, largely, who have broken up knowledge into standardized units of hours, weeks, terms, and credits, blocking every short cut for superior minds and making a bureaucracy which represses personal initiative and legitimate ambition."

Happily, this class of Deans is now quite in the minority.

In the supervision of methods of instruction the Dean has another serious responsibility. In many cases Deans are not now exercising this power, and often the institution has no instructional supervision whatever, which fact is largely responsible for much of the poor instruction in our colleges. Two things might well be done: first, the Dean should visit classes, or if he cannot find time for this duty he should have on his faculty, particularly if he administers a large college, a man trained to supervise instruction. The Dean himself should have the reputation of being a good teacher, thoroughly familiar with statistical methods and well acquainted with the field of psychology. Second, specialists should be invited from time to time to visit the institution and appraise the quality of the instruction offered.

At the Institute for Administrative Officers conducted at the University of Chicago last summer the following suggestions for the improvement of teaching were made:

1. Visits to classes by the Dean.
2. Release a faculty member from regular teaching duties periodically for the purpose of visiting other college classes.
3. Establish a seminar for beginning teachers.
4. Appoint committees from the faculty to study and recommend revision of instructional methods.
5. Appoint a Dean of Instruction who shall give all his time to the supervision of teaching.

There are fashions in methods of teaching, as in administration or in anything else. The lecture system supplanted the recitation system and was hailed as a great advance. Now the lecture is under criticism and a variety of new methods are being proposed and tried.

The lecture system, *per se,* is not bad. The recitation system is not bad. There are bad features in both when they are not properly used. It is very questionable whether much is to be gained by swinging from recitation, and question and answer, to class discussion, class debates and other methods supposed to make the student do the work. All of them are simply devices to attract the attention and arouse the interest of the student. They may succeed in getting him to go through the external motions of learning and of being interested in his work, but they may fail to bring him the rich reward that comes from deep interest in the subject itself rather than in the method of approach to it.

The recitation was rejected because it was allowed to become too mechanical. The lecture is now rejected because it has become a mere dreary repetition of the text-book instead of its elucidation and expansion. Someone has defined the lecture as that mysterious process by which the accumulated notes of the instructor are transferred to the student's note-book wihout passing through the brain of either. But, in all this discussion of teaching it is often forgotten that, in final analysis, the only substantial and enduring education is that which the student wins for himself by his own efforts. Certainly in this he can be aided enormously by inspiring and intelligent teaching; but unfortunately there is entirely too much disposition on the part of the student to have his thinking done for him, and too little disposition to rely on his own powers. With his wider knowledge, his richer experience and his larger vision, may not the good teacher successfully use any one of these methods to kindle active interest and enthusiasm?

In his inaugural address at Oberlin College, President Ernest H. Wilkins gave a most excellent portrayal of the good teacher:

"The good teacher knows his subject, and he believes profoundly in its significance, immediate or ultimate, for the enrichment of human life. He cares about his students, as thinking, feeling, and growing individuals, and is glad to listen to them and to talk to them, in the classroom or outside the classroom. For their sakes, and because of the nature of his own mind, he selects his material rigorously and orders it effectively. His presentation has always some measure of informality, of give and take. He is courteous and helpful to all; but his chief concern is for the stimulation and guidance of his ablest students. He is a born teacher; but he is a made teacher as well—made through friendly contracts with colleagues in his own college and elsewhere, through deliberate study of the art of teaching within his own field, and through the resolute development of all of his powers."

The presence of such teachers and of such teaching will go far toward solving many problems of discipline, of curricula, and of method.

6. *The Dean should keep actively in touch with the disciplinary problems of his school.*

The extent of the Dean's disciplinary function varies widely in different institutions. In the small college he is still the principal disciplinary officer. In other colleges the Dean of Men, the Dean of Women, or some similar official is now to a large extent charged with that duty. In still others, discipline is administered by a committee of deans and other officials, in order that the same standards may be enforced throughout the institution. This plan is growing in favor. An interesting variation is also apparent in administrative opinion as to the extent of the disciplinary powers which the Dean should exercise. A few days ago the President of a prominent Eastern uni-

versity made the following statement in reply to my inquiry:

"The Dean should certainly be the principal disciplinary officer of his school."

Another, equally positive, wrote:

"He cannot be the disciplinary officer of his school and give proper care to his other duties."

Still another said:

"The extent of the Dean's responsibility for discipline depends largely upon his aptitudes and natural inclinations."

A fourth was convinced that:

"The Dean cannot be the disciplinary officer because he would then be practically unfitted to exercise the important functions of adviser to his students."

You may take your choice!

In the larger institutions, having such officials as Deans of Men, Deans of Women, and Health Officers, the Dean of the school or division will necessarily share his disciplinary authority with them. But regardless of the method in vogue in his institution the Dean should be actively interested in all disciplinary problems, particularly in his own division. His office is looked upon as the natural clearing house for baffling problems of a personal nature, partly because the Dean is usually capable and sympathetic, and partly because he is the one best fitted to act as an intermediary between faculty and students, or between parents and faculty, or because he is often the only one who can bridge the distance between scholarship and personal conduct. When occasion demands he must be firm, but many times he can pacify incipient trouble-makers with the milk of human kindness, be they students or teachers.

There are several other administrative functions which seem logically to fall to the lot of the Dean, but which need no detailed comment:

7. *He should be responsible for the preparation of business for his faculty.*

8. *He should devote a reasonable amount of his time to teaching, and to research in the problems of educational administration.*

9. *The work of his school should be closely co-ordinated with that of the other divisions of his institution.*

10. *He should make public contracts as far as his time and opportunities will permit; and he should keep in touch with the graduates of his school, either directly or through the alumni organization.*

Two of the Dean's most important and helpful duties may be classed under the head of "*ministration*":

11. *The Dean should be the adviser of the students in his school; in this work he should have the aid of assistant deans when the number of students justifies the appointment of such officers.*

12. *With the assistance of his instructional staff he should find and develop outstanding intellectual talent among the students of his school.*

The work of administration is only half of the job; the proper guidance of the student is certainly of equal importance. The college deals in the development of human intellect, and its existence is justified only when the finished product comes forth as an intelligent and useful citizen. We face a serious obligation when we accept a student for four of the best and most important years of his life, and we distinctly fail in our duty when we turn him loose in the maze of academic regulations and the impersonal atmosphere of modern college life, without the restraining and helpful influence of a guiding hand and a sympathetic heart. Many so-called advisory plans are in fact quite devoid of the invaluable personal touch. The fact is well illustrated by the following excerpt from the catalogue of a certain middle-western school, as quoted by President Little:

"Upon entering each student is *assigned* to a member of the faculty, who acts as his adviser. Each semester the student is *required* to consult his

adviser concerning the choice of his studies, and the adviser *must* give his *approval* before the student is *permitted* to enter classes. It is the *duty* of the adviser to guide the students under his care in all matters relating to their university courses; to see that all *rules* relating to *required* and elective studies, promotion and graduation are *strictly* complied with.*

In a case like this it is pertinent to ask whether it is possible to build mutual respect and friendship on such a foundation?

Deans and other college officials must learn to understand and work with students as they exist, to be patient with their short-comings and genuinely helpful in the development and realization of their ambitions and ideals. We will all have to descend from our pedestals and prepare to meet them as they really are—and not as an atmosphere of cool, cloistered, collegiate calm would like to have them. The student's response to such a movement will amaze the most skeptical.

Having mapped out such a formidable array of functions to be performed by the Dean, and which in many institutions are actually being performed by that official or are delegated to his assistants, it is proper to ask—what are the traits of a good Dean? Assuredly he must be blessed with good judgment, and that most uncommon of all personal traits—common sense; he must be able to get along with all sorts of people; he must have the ability to sift the good from the bad in the many ideas presented to him; he must possess initiative; he must be able to render prompt decision—after due deliberation; and he must have the quality of long-suffering patience, for initiative and decision without the saving grace of patience are apt to react unfavorably. And in connection with initiative the Dean should possess that supplementary trait, for which I have not been able to find a satisfactory term, but which the students refer to when they say that he finishes what he starts.

Then it is of the utmost importance that he have the ability to stimulate his colleagues and his students to their very best effors, and to get them to cooperate with each other; within his institution he should be able to interpret the work of one department to another; for example, to show to the professor of English that mathematics is really respectable and is entitled to live and have a place in the curriculum, and to the mathematician that there is actually a need for courses in English.

Furthermore, as his work increases the Dean should be able to delegate duties to subordinates without losing his grip on them, and also to adjust his policies to the general institutional policies, to the advantage of both. This last comment I make because it seems to me than Deans so often handicap themselves in these two ways. Some men are unable to delegate duties without losing control; others find such a conflict between their policies and the institutional policies that they lose much in the form of friction. The Dean must be able to cooperate with officials of other divisions and with the central administration, but he must do this without sinking his own identity or that of his school. This is the rock on which many Deans break up.

In general, the degree of responsibility actually centered in the hands of the Dean depends to a very great degre upon the influence and power which that Dean wins for himself by building up confidence and good will among the members of the Faculty.

Perhaps I have portrayed herein the likeness of a Super-Dean; perhaps it would be difficult to find in any one individual the ability to qualify in all the respects listed. It might, for example, be asking too much to require that the Dean teach and do research in addition to his multiple administrative duties, except for a few geniuses who are able to accomplish everything. But Deans are ambitious, and what is life without a high goal.

The functions I have enumerated cannot, of course, be performed by all Deans. In the smaller institutions the President exercises a more intimate management of affairs, particularly with respect to the preparation of the budget and the appointment of faculty members. The fact that the title of Dean is used to cover a great diversity of duties is not to be acceped as implying imperfect analysis or injudicious allocation of responsibility; while those duties which have been listed are in general accepted as valid ,are actually being performed in many cases, and can certainly be used as a working basis, in the final analysis the functions of the Dean must inevitably be adjusted to the requirements of the particular institution.

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## THE PLACE OF THE REGISTRAR IN THE ORGANIZATION OF THE COLLEGE

*By J. G. Stipe, Registrar, Emory University*

First I should like to say that by "Registrar" I mean a major administrative official of a college of university. I should like for it to be perfectly clear that I am not talking about a head clerk in the office of the dean.

The registrar as a major administrative official is a comparatively recent addition to our educational machinery. Record keeping was formerly concerned with little more than admission, promotion, and graduation. A student's enrollment in the freshman class was the only record of admission. His promotion from year to year was the only record of progress. His graduation was sufficient evidence that he had satisfied all requirements for a degree. Three factors have enhanced the importance of record keeping and brought into existence the profession of registrar. First, introduction of elective subjects into the curriculum and provision of optional degrees; these changes necessitated some system of measurement by which a student's progress in college could be indicated more accurately than by promotion. Second, adoption of certification as a general method of admission, which made it necessary to inspect certificates and to measure and record preparatory work. Third, growth of interest in educational statistics and the study of records as a basis for changes in policy, which made it necessary to keep more complete and more intelligible records. From the simplicity of earlier days we have evolved. a highly complex system of academic and personnel recording. Not content with semester hours and Carnegie units, we have added every unit of measurement which could be hatched out in the warm and fertile brains of college legislators. The problems of selective admission and personal and educational guidance call for detailed information about the applicant's previous life and future plans. The registrar is asked to obtain it. We assemble all sorts of quaint and curious facts about each student, from the size of his shoe to his blood pressure. Elaborate and complicated records have become a necessity, and the registrar is the son of this necessity.

It may seem, then, that a registrar does nothing but accumulate information and keep records. Such is not the case. It is not easy, however, to discover just what he does and what he is. Scrutiny of specimens does not avail, for no two registrars are alike. In some regions, particularly our own, the office is still in the formative stage. It is not desirable, as a matter of fact, to attempt to standardize the registrar too closely, for local circumstances alter his functions. In smaller institutions economy often demands that the dean, in addition to his own work, have the duties that are usually assigned to the registrar. In other institutions this administrative Proteus assumes such functions as experiency may dictate.

If you will bear with me for a few minutes, I shall attempt to outline the functions which unquestionably belong to the registrar, leaving out of consideration debatable duties.

The first of these functions is that of examiner. The registrar is the official in charge of admissions and must assume responsibility for the academic preparation of every student admitted to any division of the institution. In exercising this function, he should act in accordance with clear and precise requirements for admission laid down by competent authority. His task is to evaluate the academic work previously done and to determine the student's acceptability, insofar as it is to be determined academically. His evaluation of credentials and decision as to acceptability should be final and authoritative. If the institution selects its students on evidence supplementary to that shown in academic credentials, the registrar may or may not have a part in the process of selecting; but no applicant should be considered by the committee on selection until the registrar has approved academic credentials.

A second function of the registrar is supervision and direction of registration procedure. The first few days of the year are trying at best. The campus is thronged with students, many of them there for the first time and utterly ignorant of what to do next. The dean and his staff of advisers are responsible for advice as to the program of study. The registrar must assume responsibility for getting each student into the classes to which he is assigned and for furnishing each instructor with a list of the students he should expect.

A third function of the registrar is to keep a complete record of each student's academic career. This function is so generally understood that I see no need of describing it in detail.

A fourth function of the registrar is to prepare, and, insofar as feasible, to interpret, statistical data. Certain statistical reports must be made annually as a matter of routine. They should include, at least, complete enrollment statistics for each school or division and for the institution as a whole; a statement of the geographical distribution of students; a statement of the academic sources of students, both high schools and colleges; the enrollment by classes, subjects, and departments; the wastage each term or year from failure, disciplinary causes, and voluntary withdrawals; and statistics of grade distribution by individual instructors and departments as compared with the institution as a whole and some established norm. In addition to these routine reports, a registrar should organize all his material and keep all his records with a view to their availability in educational research.

Finally, a registrar's office must serve as a clearing house for administrative details of various sorts. He will find that his office is a magnet that attracts all the odds and ends of administration which do not clearly belong elsewhere. In other words, he must be prepared to handle all matters of academic administration which are too trivial for the president and beneath the dignity of a dean.

One might suppose from this catalogue of technical duties that a registrar has no opportunity to put his impress on educational policies. So far is this from the truth, that I am willing to maintain that he can exercise as powerful an influence on the fundamental policies of his institution as any one official in it.

As officer of admissions the registrar occupies a most strategic point with relation to scholastic standards. Our standardizing agencies wisely put special emphasis on admissions as a basis for accrediting. However adequate the physical equipment and however great the zeal of deans and instructors, high standards of scholarship can hardly be maintained unless the policy of admissions is sound and honestly administered. If a definite plan of selection is provided it intensifies the effect of admissions on standards. In practice, even

though there is no announced policy of selective admissions, all admissions should be selective to a certain extent. An officer of admissions must adhere rigidly to the spirit as well as to the letter of the law, making each application the object of careful scrutiny, and he must steadfastly decline to admit applicants whose preparation is not clearly predictive of reasonable success. If we assume that all high school graduates are fit material for college, we must lower the college to the level of their interest and ability. Personally I am convinced that, if the college must so lower its standards, it would be better for our boys and girls to stay at home and read the newspapers and listen to the radio fifteen hours a week for four academic years. The college cannot meet its responsibility to civilization by attempting to assimilate all who would enter. For its purpose it must select only that human material which is fit for higher education, and this selection must be begun by the registrar.

The burden of clerical routine falls on the office of the regsitrar. Operation of an educational institution entails extensive routine. Centralization of these details in one office frees other officers for more efficient work. Clerical routine is not to be despised. Prompt replies to letters, accurate answers to questions, and comprehensive reports on committee problems have their value. Well managed registration procedure contributes directly to the general standard of efficiency throughout the institution; for students to be assigned promptly to the classes where they belong and instructors to have accurate rolls on the first day means an earlier start and a more successful term. In the matter of record keeping nothing is more destructive of the goodwill and academic morale of the student body than slipshod methods; students set great store by the grades they make and the hours they acquire, and they like to be sure that an accurate record is being kept. At every turn the registrar is confronted with trivialities of administration. Proper handling of these multifarious details acts as a lubricant to keep the machine running smoothly; bungling acts as grit to produce heat, friction, and knocking—knocking especially. The happiness and contentment of faculty and students is to a large extent dependent on the endless cycles of clerical routine that center in the office of the registrar.

Being the center of administrative routine puts the registrar in excellent position to know what is going on. He touches all parts of the institution and sees all its aspects. The conduct of his routine brings personal contracts on all sides. Prospective students and their parents seek information of him; every matriculate must pass through his hands; students have recourse to him daily for accurate information concerning regulations and expert advice concerning requirements; faculty members report grades to him periodically and resort to him frequently for help in adjusting minor difficulties; other administrative officers rely on him for facts on which to base action. He has in reach information as to who everybody is, where everybody is, and what everybody is supposed to be doing. His accumulation of information, official and unofficial, makes him a liaison officer par excellence. Deans and department heads should find him a valuable adviser in planning the program of courses and assigning the teaching staff. In the larger problems of annual budgets and programs of expansion, he can furnish facts and figures of predictive value. He is in position to be neutral in his attitude and unifying in his influence, qualities that are particularly valuable in larger institutions of several independent divisions.

Unfortunately the facts and figures which registrars laboriously store away are too little used in solving administrative problems and formulating administrative policies. It must be admitted that the facts and figures are often not available and oftener still not so organized as to be intelligible. If a registrar has the time and ability to study the information which he accumu-

lates and interpret it correctly in its bearing on the major problems of his institution, it is a field in which he can render effective service. Ideas of college legislators are sometimes impressionistic, and legislation is sometimes motivated by the predicament of an individual student or even occasionally, I fear, by the departmental ambition of an over zealous professor. A registrar ought to be ex-officio a member of every legislative committee, for he is in better position than any one else to substitute objective data for general impressions and to point out the general implications of individual problems.

The broader field of educational research is always attractive to a registrar because he sees possibilities of interesting revelations in a correct interpretation of his vast accumulation of data. Our policies in higher education now rest, to a large extent, on the bases of tradition and general impression. The traditions are probably sound and the impressions probably well founded. It would be decidedly satisfactory, however, to bring to bear on our problems the evidence which would result from scientific interpretation of the data which lie buried in our dusty files. Unfortunately few registrars have the time to do more than assemble facts and figures which are self-interpretative, leaving the investigation of deeper problems to the statistical expert.

To summarize, I should like to emphasize again the fact that a registrar is a major administrative official, not a satellite of the dean to copy professors' reports on cards of many colors. Many colleges do not need a registrar; but if you do assign the professional functions of a registrar to the dean, you should not call the dean's secretary a registrar. Where a registrar is needed, he should be recognized as a major administrative official, on a par in rank and in salary with a full professor. He should be made responsible for admissions, for all steps in registration except advice as to program of study, for all record keeping, for all statistical reports and, sad to say, for all questionnaires, and he should be the hopper into which all possible clerical routine is dumped. He must put the emphasis on the professional aspect of his duties and do his share in general administration by bring to bear on internal problems an accurate knowledge and understanding of the institution as a whole. He must not, like a miser, gloat over his vast accumulation of information but must digest it and interpret it and through it exercise a powerful influence in determining the guiding policies of the institution which he serves.

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## FINANCIAL STANDARDS FOR ACCREDITING COLLEGES

*By Professor Floyd W. Reeves, University of Kentucky*

In January, 1927, a Committee on the Cost of Instruction was appointed by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Secondary Schools to make a study of the present financial standards of the Association. President Donald Cowling of Carlton College was made chairman of the committee. The speaker served as secretary and directed the investigation. Data were obtained by personal visits to seventeen colleges and a preliminary report was presented at the March meeting of the Association. Following this report an appropriation was made to continue the investigation for one more year.

At the last meeting of the Association of American Colleges the speaker was appointed chairman of the Permanent Commission on the Cost of College Education of that Association. In the continuation of the cost investigation of the North Central Association it was decided to cooperae with the Permanent Commission on the Cost of College Education of the Association of American Colleges and to use funds from both the North Central Association and the Association of American Colleges in financing th investigation. The

study was extended to include institutions outside the territory of the North Central Association.

The data upon which this report is based were obtained by personal visits to thirty-nine institutions situated in fifteen states. Twenty-nine of these institutions hold membership with the North Central Associaton of Colleges and Secondary Schools, three are members of the Association of Colleges and Secondary Schools of the Southern States, and the other seven do not hold membership in any regional standardizing association. The thirty-two institutions holding membership in regional standardizing association are as follows:

| | |
|---|---|
| Antioch | Hiram |
| Bethany | Huron |
| Butler | Illinois College |
| Carlton | Illinois Woman's College |
| Center | Knox |
| Coe | Macalister |
| Concordia | Milikin |
| Culver-Stockton | Illinois Wesleyan |
| De Pauw | Monmouth |
| Drake | Oberlin |
| Earlham | Ohio Wesleyan |
| Eureka | Phillips |
| Franklin | Shurtleff |
| Georgetown | St. Olaf |
| Gustavus Adolphus | Transylvania |
| Hamlin | Wabash |

The seven institutions not members of regional standardizing association are California Christian College, in California; Cotner College, in Nebraska: Evansville College, in Indiana; Kentucky Wesleyan College, in Kentucky; Lynchburg College, in Virginia; McKendree College, in Illinois; and Spokane University, in Washington.

Most of the data presented relate only to the thirty-two accredited institutions. Information relative to the seven institutions not members of regional standardizing associations appears only in Table I, and is presented there merely to make possible certain comparisons of a general nature.

Standard 12 of the North Central Association relates to Finances. In many respects this standard is similar to the financial standard of the Association of Colleges and Secondary Schools of the Southern States as well as to those of other regional standardizing associations. The North Central Requirement states that a four-year old college must have a minimum annual income of $50,000 for its educational program. At least one-half of this amount must come from endowment, taxes, or other stable sources other than payments by students. For each 100 students above 200, the institution must have an additional income of $5,000, one-half of which must be from sources other than student fees and tuitions. A four-year college which is not tax-supported must have a productive endowment of $500,000 and an additional endowment of $50,000 for each additional 100 students above 200. "Income from permanent and officially authorized educational appropriations of churches and church boards or duly recognized corporations or associations" is credited as income toward that part of the endowment required in excess of $300,000.

In connection with the financial standards, questions have arisen which ought to be answered upon the basis of the data obtained during the investigation:

1. What is the relationship between college enrollment and cost per student?
2. What is the relationship between college enrollment and average salary of teachers?

3. What is the relationship between college enrollment and per cent that expenditure for instructional salaries is of current educational expenditure?
4. What is the relationship between endowment income and current expenditure per student?
5. What is the relationship between income per student receiving from all sources except student tuitions and fees, and current expenditure per student?
6. What is the relationship between income per student received from student tuitions and fees, and current expenditures per student?
7. What is the relationship between endowment income and faculty salaries?
8. What is the relationship between income per student received from all sources except students, and faculty salaries?
9. What is the relationship between income received from student tuitions and fees, and faculty salaries?
10. Do the present financial requirements result in an expenditure per student adequate for an effective educational program?
11. Do the present financial requirements result in a satisfactory salary scale?

In order to arrive at answers to these questions, it was necessary to obtain data relating to enrollments, current expenditures, instructional salaries, and sources of income.

The figures obtained for enrollment represent the annual carrying loads of the institutions. The annual carrying load of an institution is the average enrollment for the two semesters or three terms of the regular sessions, plus the summer session enrollment reduced to a basis of thirty-six weeks.

The educational expenditures include current expenditures for instructional salaries, for administration, for operation and maintenance of the physical plant, and for the library. They do not include capital expenditures for plant and fixed assets, such as lands, new buildings, or equpiment for new buildings; neither do they include non-operative expenditures incurred for specially designated objects not a part of strictly educational work, such as expenditures incurred through annuity or endowment investments, losses incurred through dining hall or dormitory operations, expenses due to campaigns for funds, scholarship subsidies, expenditures for extra curricular activities, and other items of this nature.

In the computation of the average instructional salary all teachers giving full time to the work of the institution, with the exception of the president, are included. Salaries of deans are included as instructional salaries. Business officers and registrars are included as instructors, when such officers give part of their time to teaching. Special summer school salaries are not included in the computation of the annual salary of teachers. Summer salaries are included, however, in the computation of the per cent that expenditures for instructional salaries is of current educational expenditure. In the latter computation the salaries of officers of administration giving part of their time to teaching are divided between administration and teaching. Library salaries are distributed as overhead educational expenditure.

In a majority of the institutions included in this report fine arts departments are operated to serve special fine-arts students as well as to serve students enrolled in the liberal-arts colleges. In each institution where a fine-arts department serves the needs of special students not enrolled for collegiate work, data were obtained showing the percentage of the total fine-arts load chargeable to the education of students of the college of libral arts. Special departments of fine arts are charged with a part of the overhead expenditures of an institution. Overhead expenditures were first allocated to fine arts departments upon the basis of the per cents of the total expenditure for instructional salaries charged to such departments. After this allocation had been made, a percentage of the

total current expenditure for fine arts, corresponding to the percentage of the total fine arts load created by the instruction of liberal arts students, was charged to the cost of educating the students enrolled in the liberal-arts college.

Table I shows the average enrollment, the educational expenditure per student the average salary of teachers, and the per cent that expenditure for instructional salaries is of educational expenditure, for groups of institutions classified upon the basis of enrollment.

TABLE I.

Average Enrollment, Expenditure per Student, Average Salary of Teachers, and per cent that Expenditure for Instructional Salaries is of Educational Expenditure for Groups of Institutions, 1925-1926

| Group of Institutions Classified on the Basis of Enrolment | Average Enrolment | Educational Expenditures per Student | Average Salary of Teachers | Per Cent That Expenditures for Instructional Salaries is of Educational Expenditure |
|---|---|---|---|---|
| Average for 32 Accredited Iinstitutions | 639 | $266 | $2,464 | 58.7 |
| Eight Accredited Institutions Having the Smallest Enrolment | 279 | 369 | 2,588 | 59.8 |
| Sixteen Accredited Institutions Constituting the Middle Group | 473 | 258 | 2,213 | 57.9 |
| Eight Accredited Institutions Having the Largest Enrolments | 1329 | 249 | 2,634 | 59.7 |
| Seven Institutions Not Members of Regional Standardizing Associations | 249 | 231 | 2,110 | 56.2 |

An examination of Table I shows that an inverse relationship exists between the enrollment of institutions and the educational expenditure per student. The eight accredited institutions with the largest enrolment have an educational expenditure per student only slightly more than two-thirds as great as that of the eight smallest accredited institutions. The group of seven institutions not members of regional standardizing associations has an average enrollment slightly smaller than that of the eight accredited institutions having the smallest enrollments. Yet the cost per student in the seven unaccredited institutions is not only less than two-thirds that for the eight smallest accredited institutions but is also smaller than that for any of the groups of accredited institutions.

No predictive relationship appears between the enrollments of institutions and either the average salaries of teachers or the per cent that expenditures for instructional salaries are of educational expenditures. The sixteen institutions constituting the middle group when classified upon the basis of enrollment have a lower average salary for teachers, and a lower per cent of educational expenditure charged to instructional salaries than either the group of smaller institutions or the group of larger institutions. The seven institutions not members of regional standardizing associations have an average salary markedly lower than either the average for the thirty-two accredited institutions or the average for the eight accredited institutions having the smallest enrollments. The per-

cent that expenditures for instructional salaries is of educational expenditure is also somewhat lower for the group of institutions not members of regional standardizing associations than for either the entire group of thirty-two institutions or the group of eight accredited institutions having the smallest enrollments.

Due to the fact that a marked negative relationship exists between enrollments and educational expenditures, it appears desirable to group institutions on the basis of enrollments, in order that the relationship between income from various sources and educational expenditure may be shown without being affected by the increased cost apparently necessary in the smaller institutions. Such a classification has been made in Tables II, III, and IV. No such classification appears necessary to show the relationship between income and average salary of teachers, or the relationship between income and per cent that expenditure for instructional salaries is of educational expenditure, since no predictive relationship is evident between enrollment and either the average salary of teachers or the per cent that expenditures for instructional salaries is of educational expenditure.

Table II shows the income from endowment and the educational expenditure per student for thirty-two accredited colleges grouped upon the basis of enrollment.

TABLE II

Income from Endowment and Educational Expenditure Per Student for Thirty-two Accredited Colleges Grouped upon the Basis of Enrollment, 1925-1926.

| Group of Institutions Classified on the Basis of Enrollment | Institution Number | Income From Endowment | Educational Expenditure Per Student |
|---|---|---|---|
| Average for 32 Institutions | | $ 53.053 | $266 |
| Colleges With | 8 | $ 3,754 | $583 |
| | 1 | 22,995 | 301 |
| Fewer Than | 5 | 29,539 | 265 |
| | 6 | 33,000 | 345 |
| 350 Students | 3 | 47,004 | 334 |
| | 7 | 47,282 | 263 |
| Enrolled | 2 | 57,496 | 351 |
| | 4 | 81,851 | 447 |
| Group Average | | $ 40,365 | $369 |
| | 11 | $ 3,857 | $187 |
| | 13 | 18,787 | 173 |
| | 15 | 30,229 | 278 |
| Colleges With | 12 | 36,134 | 222 |
| | 17 | 37,930 | 220 |
| Enrollments Ranging | 14 | 41,687 | 317 |
| | 10 | 42,000 | 264 |
| From 350 to 500 | 9 | 50,736 | 347 |
| | 19 | 58,985 | 305 |
| | 16 | 68,472 | 266 |
| | 18 | 74,775 | 303 |
| Group Average | | $ 42,145 | $263 |

| | | | |
|---|---|---|---|
| | 26 | $ 8,762 | $228 |
| | 21 | 9,000 | 174 |
| Colleges With | 24 | 18,761 | 222 |
| Enrollment Ranging | 22 | 52,593 | 262 |
| from 501 to 1000 | 20 | 54,673 | 290 |
| | 25 | 57,656 | 373 |
| | 27 | 62,403 | 220 |
| | 23 | 81,031 | 299 |
| Group Average | | $ 43,110 | $258 |
| | 29 | $ 14,364 | $173 |
| Colleges With | 30 | 45,377 | 144 |
| Enrollments of | 32 | 107,990 | 272 |
| Over 1000 | 31 | 119,382 | 219 |
| | 28 | 279,177 | 417 |
| Group Average | | $113,258 | $243 |

The average income from endowment for the thirty-two institutions is $53,-053, and the average current educational expenditure per student is $266. The group averages presented not only provide further confirmation of the negative relationship existing between enrollment and educational expenditure, but also indicate that some positive relationship exists between enrollment and the amount received from endowment.

The relationship existing between income from endowment and educational expenditure per student is indicated by the data presented in the last two columns of the table. No predictive relationship is apparent among the colleges with fewer than 350 students. Among this group of institutions, institution number 8 has the smallest income from endowment and the largest educational expenditure per student; institution number 4 has the largest income from endowment and next to the largest educational expenditure per student; institution number 7, although exceeded by only two institutions of this group in income from endowment, has the lowest educational expenditure per student of all the colleges in the group.

Greater positive relationship between income from endowment and educational expenditure per student is apparent among the institutions of the groups with larger enrollments than among the colleges with enrollments below 350. However, even among the larger institutions, a number of exceptions occur. Institution number 9 has the largest educational expenditure per student among colleges with enrollments ranging from 350 to 500, but ranks fourth from the highest in income from endowment. Among the colleges with enrollments varying from 501 to 1000, institution number 27 has next to the highest income from endowment, but next to the lowest educational expenditure per student.

Table III is similar to Table II except that endowment income per student has been substituted for total endowment income.

TABLE III.

Endowment Income Per Student and Educational Expenditure Per Student for Thirty-two Accredited Colleges Grouped upon the Basis of Enrollment, 1925-26.

| Group of Institutions Classified on the Basis of Enrollment | Institution Number | Endowment Per Student | Educational Expenditure Per Student |
|---|---|---|---|
| Average for 32 Institutions | | $ 83 | $266 |
| | 8 | $ 11 | $583 |
| Colleges With Fewer | 5 | 101 | 265 |
| | 6 | 110 | 345 |
| Than 350 Students | 1 | 133 | 301 |
| | 7 | 158 | 263 |
| Enrolled | 3 | 162 | 334 |
| | 2 | 229 | 351 |
| | 4 | 282 | 447 |
| Group Average | | $145 | $369 |
| | 11 | $ 10 | $187 |
| | 13 | 45 | 173 |
| | 15 | 70 | 278 |
| Colleges With | 17 | 82 | 220 |
| | 14 | 98 | 317 |
| Enrollments Ranging | 12 | 98 | 222 |
| | 10 | 117 | 264 |
| From 350 to 500 | 19 | 118 | 305 |
| | 9 | 143 | 347 |
| | 18 | 153 | 303 |
| | 16 | 157 | 266 |
| Group Average | | $100 | $263 |
| | 26 | $ 9 | $228 |
| | 21 | 15 | 174 |
| Colleges With | 24 | 29 | 222 |
| | 27 | 62 | 220 |
| Enrollments Ranging | 25 | 70 | 373 |
| | 22 | 89 | 262 |
| From 501 to 1000 | 20 | 104 | 290 |
| | 23 | 105 | 299 |
| Group Average | | $ 60 | $258 |
| | 29 | $ 11 | $173 |
| Colleges With | 30 | 29 | 144 |
| Enrollments of | 32 | 58 | 272 |
| Over 1000 | 31 | 68 | 219 |
| | 28 | 210 | 417 |
| Group Average | | $ 72 | $243 |

The average income per student received from endowment for the thirty-two institutions is $83. It will be noted that the group average for the colleges with fewer than 350 students is more than two times as large as the group average

for either of the groups of colleges with enrollments exceeding 500 students. An examination of the data presented shows some positive correlation between endowment income per student and educational expenditure per student. However, a number of institutions with small per capita endowment incomes have much larger educational expenditures per student than other institutions with larger per capita endowment incomes. Among the group of colleges with fewer than 350 students, the institution having the smallest income per student, institution number 8, has the largest educational expenditure per student. Among the colleges with enrollments ranging from 350 to 500, institution number 16, with an endowment income per student of $157, has a lower expenditure per student than institution number 15, with an endowment income of only $70.

Table IV shows income per student received from all sources except students, income per student received from students, and educational expenditure per student for the thirty-two accredited colleges grouped upon the basis of enrollments.

TABLE IV.

Income Per Student from All Sources Except Students, Income Per Student from Students, and Educational Expenditure Per Student for Thirty-two Accredited Colleges Grouped Upon the Basis of Enrollments, 1925-26.

| | Institution Number | Income Per Student From All Sources Except Students | Income Per Student From | Educational Expenditure Per Student |
|---|---|---|---|---|
| Average of 32 Institutions | | $102 | $164 | $266 |
| Colleges With Fewer Than 350 Students | 8 | $ 90 | $493 | $583 |
| | 5 | 101 | 164 | 265 |
| | 1 | 153 | 148 | 301 |
| | 7 | 157 | 106 | 263 |
| | 6 | 164 | 181 | 345 |
| | 2 | 233 | 118 | 351 |
| | 3 | 248 | 86 | 334 |
| | 4 | 283 | 164 | 447 |
| Group Average | | $177 | $192 | $369 |
| Colleges With Enrollment From 350 to 500 Students | 13 | $ 44 | $129 | $173 |
| | 11 | 52 | 135 | 187 |
| | 12 | 98 | 124 | 222 |
| | 10 | 115 | 149 | 264 |
| | 19 | 118 | 187 | 305 |
| | 17 | 118 | 102 | 220 |
| | 18 | 156 | 147 | 303 |
| | 16 | 157 | 109 | 266 |
| | 15 | 165 | 113 | 278 |
| | 9 | 185 | 162 | 347 |
| | 14 | 195 | 122 | 317 |
| Group Average | | $129 | $134 | $263 |

| | | | | |
|---|---|---|---|---|
| | 24 | $ 28 | $194 | $222 |
| | 21 | 38 | 136 | 174 |
| College With | 26 | 76 | 152 | 228 |
| Enrollment from 501 | 27 | 81 | 139 | 220 |
| to 1000 Students | 25 | 87 | 286 | 373 |
| | 22 | 101 | 161 | 262 |
| | 20 | 109 | 181 | 290 |
| | 23 | 135 | 164 | 299 |
| Group Average | | $ 81 | $177 | $258 |
| | 29 | $ 11 | $162 | $173 |
| Colleges With | 30 | 28 | 116 | 144 |
| Enrollment Over | 32 | 58 | 214 | 272 |
| 1000 Students | 31 | 95 | 124 | 219 |
| | 28 | 209 | 208 | 417 |
| Group Average | | $ 78 | $164 | $243 |

An examination of Table IV shows no marked relationship between income per student received from all sources except students and educational expenditure per student, or between income per student received from student tuitions and fees and educational expenditure per student, after allowance has been made for the size of the institution. However, it appears that income per student received from student tuitions and fees has about as much value as income per student received from endowment or as income per student received from all sources except students, in predicting educational expenditure per student. In no case is the predictive relationship high.

Table V shows income received from endowment, average salary of teachers, and per cent that expenditure for instructional salaries is of current educational expenditure, for the thirty-two accredited colleges. These institutions have been arranged in the table in the order of the amount of income received from endowment, and each institution has been ranked upon the basis of income received from endowment and also upon the basis of the average salary of teachers.

TABLE V

Income from Endowment, Average Salary of Teachers, and Per Cent that Expenditure for Instructional Salaries is of Current Educational Expenditure for Thirty-two Accredited Colleges, 1925-1926

| Institution Number | Income from Endowment | Rank | Average Salary of Teachers | Rank | Per Cent That Expenditure for Instructional Salaries is of Current Educational Expenditure |
|---|---|---|---|---|---|
| Average for 32 Institutions | $ 53,053 | | $3,464 | | 58.7 |
| 28 | $279,177 | 1 | $3,321 | 2 | 51.4 |
| 31 | 119,382 | 2 | 2,862 | 5 | 65.6 |
| 32 | 107,990 | 3 | 2,452 | 12 | 61.1 |
| 4 | 81,851 | 4 | 2,772 | 7 | 60.1 |
| 23 | 81,031 | 5 | 2,930 | 3 | 59.3 |
| 18 | 74,775 | 6 | 2,364 | 20 | 50.0 |
| 16 | 68,472 | 7 | 2,752 | 8 | 56.6 |
| 27 | 62,403 | 8 | 2,382 | 16 | 62.4 |

| | | | | | |
|---|---|---|---|---|---|
| 19 | 58,985 | 9 | 2,073 | 29 | 55.3 |
| 25 | 57,656 | 10 | 2,894 | 4 | 57.2 |
| 2 | 57,496 | 11 | 2,811 | 6 | 55.9 |
| 20 | 54,673 | 12 | 2,342 | 23 | 58.4 |
| 22 | 52,593 | 13 | 2,418 | 14 | 64.4 |
| 9 | 50,736 | 14 | 2,508 | 11 | 62.7 |
| 7 | 47,282 | 15 | 2,185 | 25 | 56.4 |
| 3 | 47,004 | 16 | 2,657 | 9 | 52.3 |
| 10 | 42,000 | 17 | 1,969 | 31 | 51.5 |
| 30 | 45,377 | 18 | 2,408 | 16 | 74.5 |
| 14 | 41,687 | 19 | 2,628 | 10 | 46.7 |
| 12 | 36,134 | 20 | 2,370 | 19 | 55.3 |
| 17 | 37,930 | 21 | 2,344 | 22 | 62.5 |
| 6 | 33,000 | 22 | 2,410 | 15 | 53.6 |
| 15 | 30,229 | 23 | 2,344 | 21 | 61.2 |
| 5 | 29,539 | 24 | 1,910 | 32 | 62.8 |
| 1 | 22,995 | 25 | 2,080 | 28 | 59.8 |
| 13 | 18,787 | 26 | 2,096 | 27 | 66.5 |
| 24 | 18,761 | 27 | 2,419 | 13 | 54.6 |
| 29 | 14,364 | 28 | 2,371 | 17 | 59.3 |
| 21 | 9,000 | 29 | 2,209 | 24 | 68.5 |
| 26 | 8,762 | 30 | 2,130 | 26 | 53.4 |
| 11 | 3,857 | 31 | 1,988 | 30 | 58.5 |
| 8 | 3,754 | 32 | 3,426 | 1 | 58.3 |

An examination of Table V shows some predictive relationship between income received from endowment and average salary of teachers. However, the correspondence between income and average salary of teachers is not close. Expressed in terms of the Pearson coefficient of correlation, the relationship is $r = + .53$. It will be noted that institution number 8, with the smallest income from endowment, has the largest average salary. Institution number 32 ranks third from the highest in income received from endowment, but has an average salary lower than the average for the entire group. Institution number 19 ranks 9 in income received from endowment but only 29 in average salary of teachers.

The last column in Table V shows that the per cents that expenditures for instructional salaries are of current educational expenditures range from 50 to 74.5, with an average of 58.7 for the thirty-two institutions. The correlation between these per cents and income received from endowment is so low as to be negligible. It will be noted that among the four institutions with the largest endowment incomes the range is from 51.4 per cent to 65.6 per cent, while among the four institutions with the smallest endowment incomes, the range is from 53.4 per cent to 68.5 per cent.

Table VI shows endowment income per student and average salary of teachers for thirty-two accredited colleges. Only average salaries for institutions are shown. In interpreting these data it is important to know that some institutions paying relatively high salaries to professors and department heads are among those paying low average salaries, when all ranks are included.

TABLE VI

Endowment Income Per Student and Average Salary of Teachers for Thirty-two Accredited Colleges, 1925-1926

| Institution Number | Endowment Income Per Student | Rank | Average Salary of Teachers | Rank |
|---|---|---|---|---|
| Average of 32 Institutions | $83 | | $2464 | |
| 4 | $282 | 1 | $2772 | 7 |
| 2 | 229 | 2 | 2811 | 6 |
| 28 | 210 | 3 | 3321 | 2 |
| 3 | 162 | 4 | 2657 | 9 |
| 7 | 158 | 5 | 2185 | 25 |
| 16 | 157 | 6 | 2752 | 8 |
| 18 | 153 | 7 | 2364 | 20 |
| 9 | 143 | 8 | 2508 | 11 |
| 23 | 135 | 9 | 2930 | 3 |
| 1 | 133 | 10 | 2080 | 28 |
| 19 | 118 | 11 | 2073 | 29 |
| 10 | 117 | 12 | 1969 | 31 |
| 6 | 110 | 13 | 2410 | 15 |
| 20 | 104 | 14 | 2342 | 23 |
| 5 | 101 | 15 | 1910 | 32 |
| 12 | 98 | 16 | 2370 | 19 |
| 14 | 98 | 17 | 2628 | 10 |
| 22 | 89 | 18 | 2418 | 14 |
| 17 | 82 | 19 | 2344 | 22 |
| 15 | 70 | 20 | 2344 | 21 |
| 25 | 70 | 21 | 2894 | 4 |
| 31 | 68 | 22 | 2862 | 5 |
| 27 | 62 | 23 | 2382 | 17 |
| 32 | 58 | 24 | 2452 | 12 |
| 13 | 45 | 25 | 2096 | 27 |
| 30 | 29 | 26 | 2408 | 16 |
| 24 | 29 | 27 | 2419 | 13 |
| 21 | 15 | 28 | 2209 | 24 |
| 8 | 11 | 29 | 3426 | 1 |
| 29 | 11 | 30 | 2371 | 18 |
| 11 | 10 | 31 | 1988 | 30 |
| 26 | 9 | 32 | 2130 | 26 |

Expressed in terms of the Pearson coefficient correlation, the relation between endowment income per student and average salary of teachers is $r=+.25$. This is so low as to be negligible. The institution ranking highest in endowment income per student ranks only 7 in average salary of teachers,

the institution ranking 5 in endowment income per student ranks only 25 in average salary of teachers, the institution ranking 12 in endowment income per student ranks only 31 in average salary of teachers. Although institution number 5 has a endowment income per student $18 above the average for the group, yet it has the lowest average salary for teachers of all the institutions represented.

The relationship between endowment income and instructional salaries is shown in Table VII. This table shows the average salary of teachers for groups of accredited institutions classified upon the basis of endowment income. In the first division of the table institutions are grouped upon the basis of total endowment incomes, in the second division they are grouped upon the basis of endowment income per student, and the third division they are grouped upon the basis of income received from endowment.

TABLE VII

Average Salary of Teachers for Groups of Accredited Institutions Classified Upon the Basis of Endowment Income, 1925-1926

| Group of Institutions Classified on the Basis of Endowment Income | Average Salary of Teachers |
|---|---|
| Average for 32 Accredited Institutions | $2464 |
| Eight institutions having the largest endowment incomes | $2739 |
| Sixteen institutions constituting the middle group when classified upon the basis of endowment income | 2283 |
| Eight institutions having the smallest endowment incomes | 2328 |
| Eight institutions having the largest endowment incomes per student | $2829 |
| Sixteen institutions constituting the middle group when classified upon the basis of endowment income per student | 2352 |
| Eight institutions having the smallest endowment incomes per student | 2404 |
| Eight institutions receiving the largest percentages of income from endowment | $2877 |
| Sixteen institutions constituting the middle group when classified upon the basis of percentage of income received from endowment | 2263 |
| Eight institutions receiving the smallest percentages of income from endowment | 2503 |

Table VII shows that the salary averages of the various groups are not affected markedly by the basis of grouping employed. Whether incomes are expressed as endowment income, endowment income per student, or percentage of income received from endowment, the group of institutions with the largest endowment incomes has the highest salary average. Likewise, in all the classifications, the middle groups with respect to endowment incomes have lower average salaries than either of the other group.

The relationship between the per cent of income received from endowment and the average salary of teachers may be expressed as $r=+.15$ with a probable error practically as large as the coefficient of correlation. The coefficient of correlation between endowment income per teacher and average salary of teachers is only $+.37$. When it is remembered that the relationship between endowment income per student and average salary of teachers is $+.25$ and the relationship between total income from endowment and average salary of teachers is $+.53$, it will be understood that total endowment income

corresponds more closely to the average salary of teachers than does either endowment income per student, per cent of income from endowment or endowment income per teacher. Yet a coefficient of correlation of +.53 does not indicate a close relationship.

Table VIII is similar to Table VI except that income per student from all sources except students is shown instead of endowment income per student.

TABLE VIII

Income Per Student Received from all Sources Except Students and Average Salary of Teachers for Thirty-two Accredited Colleges, 1925-1926

| Institution Number | Income Per Student From All Sources Except Students | Rank | Average Salary of Teachers | Rank |
|---|---|---|---|---|
| Average of 32 Institutions | $102 | | $2464 | |
| 4 | $283 | 1 | $2772 | 7 |
| 3 | 248 | 2 | 2657 | 9 |
| 2 | 233 | 3 | 2811 | 6 |
| 28 | 209 | 4 | 3321 | 2 |
| 14 | 195 | 5 | 2628 | 10 |
| 9 | 185 | 6 | 2508 | 11 |
| 15 | 165 | 7 | 2344 | 21 |
| 6 | 164 | 8 | 2410 | 15 |
| 16 | 157 | 9 | 2752 | 8 |
| 7 | 157 | 10 | 2185 | 25 |
| 18 | 156 | 11 | 2364 | 20 |
| 1 | 153 | 12 | 2080 | 28 |
| 23 | 135 | 13 | 2930 | 3 |
| 19 | 118 | 14 | 2073 | 29 |
| 17 | 118 | 15 | 2344 | 22 |
| 10 | 115 | 16 | 1969 | 31 |
| 20 | 109 | 17 | 2342 | 23 |
| 22 | 101 | 18 | 2418 | 14 |
| 5 | 101 | 19 | 1910 | 32 |
| 12 | 98 | 20 | 2370 | 19 |
| 31 | 95 | 21 | 2862 | 5 |
| 8 | 90 | 22 | 3426 | 1 |
| 25 | 87 | 23 | 2894 | 4 |
| 27 | 81 | 24 | 2382 | 17 |
| 26 | 76 | 25 | 2130 | 26 |
| 32 | 58 | 26 | 2452 | 12 |
| 11 | 52 | 27 | 1988 | 30 |
| 13 | 44 | 28 | 2096 | 27 |
| 21 | 38 | 29 | 2209 | 24 |
| 24 | 28 | 30 | 2419 | 13 |
| 30 | 28 | 31 | 2408 | 16 |
| 29 | 11 | 32 | 2371 | 18 |

An examination of Table VIII shows little predictive relationship between income per student from all sources except students and average salary of teachers. Some institutions receiving relatively large incomes per student from all sources except students pay low salaries while others receiving relatively small incomes per student from all sources except students pay relatively high salaries. Expressed in terms of the Pearson coefficient of correlation, $r = +.36$. The institutions ranking 1 and 2 in income per student received from all sources except students rank 7 and 9, respectively, in average salary of teachers. The institutions ranking 12 and 13 in income per student received from all sources except students rank 28 and 3, respectively, in average salary of teachers. The institutions ranking 21, 22, and 23 in income per student received from all sources except students rank 5, 1, and 4, respectively, in average salary of teachers.

Table IX shows the average salary of teachers for groups of institutions classified upon three bases: (1) income per student, received from all sources except students; (2) income per student received from students; (3) percentage of income received from students.

TABLE IX

Average Salary of Teachers for Groups of Institutions Classified upon Three Bases, 1925-1926

| Group of Institutions | Average Salary of Teachers |
|---|---|
| Average for 32 Institutions | $2464 |
| Eight institutions with the largest incomes per student from all sources except students | $2701 |
| Sixteen institutions constituting the middle group when classified upon the basis of income per student from all sources except students | 2284 |
| Eight institutions with the smallest incomes per student from all sources except students | 2374 |
| Eight institutions receiving the largest incomes per student from students | $2715 |
| Sixteen institutions constituting the middle group when classified upon the basis of income per student received from students | 2264 |
| Eight institutions receiving the smallest incomes per student from students | 2487 |
| Eight institutions receiving the largest percentages of income from students | $2524 |
| Sixteen institutions constituting the middle group when classified upon the basis of the percentage of income received from students | 2414 |
| Eight institutions receiving the smallest percentages of income from students | 2555 |

In all three classifications shown in Table IX, the sixteen institutions contributing to the middle group have lower average salaries than either of the other two groups.

The last section of Table IX shows clearly that the percentage of income received from students bears little positive relationship to the average salary of teachers.

Table X shows income per student received from student fees and tuitions, and average salary of teachers, for thirty-two accredited colleges. The colleges are arranged in order of the amount of income per student received from

students, and are ranked upon this basis and also upon the basis of average salary of teachers.

TABLE X

Income Per Student Received from Student Fees and Tuitions, and Average Salary of Teachers for Thirty-two Accredited Colleges, 1925-1926

| Institution Number | Income Per Student From Students | Rank | Average Salary of Teachers | Rank |
|---|---|---|---|---|
| Average of 32 Institutions | $164 | | $2464 | |
| 8 | $493 | 1 | $3426 | 1 |
| 25 | 286 | 2 | 2894 | 4 |
| 32 | 214 | 3 | 2452 | 12 |
| 28 | 208 | 4 | 3321 | 2 |
| 24 | 194 | 5 | 2419 | 13 |
| 19 | 187 | 6 | 2073 | 29 |
| 6 | 181 | 7 | 2410 | 15 |
| 20 | 181 | 8 | 2342 | 23 |
| 5 | 164 | 9 | 1910 | 32 |
| 23 | 164 | 10 | 2930 | 3 |
| 4 | 164 | 11 | 2772 | 7 |
| 9 | 162 | 12 | 2508 | 11 |
| 29 | 162 | 13 | 2371 | 18 |
| 22 | 161 | 14 | 2418 | 14 |
| 26 | 152 | 15 | 2130 | 26 |
| 10 | 149 | 16 | 1969 | 31 |
| 1 | 148 | 17 | 2080 | 28 |
| 18 | 147 | 18 | 2364 | 20 |
| 27 | 139 | 19 | 2382 | 17 |
| 21 | 136 | 20 | 2209 | 24 |
| 11 | 135 | 21 | 1988 | 30 |
| 13 | 129 | 22 | 2096 | 27 |
| 31 | 124 | 23 | 2862 | 5 |
| 12 | 124 | 24 | 2370 | 19 |
| 14 | 122 | 25 | 2628 | 10 |
| 2 | 112 | 26 | 2811 | 6 |
| 30 | 11 | 27 | 2408 | 16 |
| 27 | 11 | 28 | 2344 | 17 |
| 16 | 109 | 29 | 2752 | 8 |
| 7 | 106 | 30 | 2185 | 25 |
| 17 | 102 | 31 | 2344 | 22 |
| 3 | 86 | 32 | 2657 | 9 |

The relationship between income per student received from students and average salary of teachers, expressed as a coefficient of correlation, is r= +.50. Apparently, the relationship between income per student received from students and average salary of teachers is closer than that between income per student received from all sources except students and average salary of teachers, or than that between income per student received from endowment and average salary of teachers. It is practically the same as the relationship between total income received from endowment and average salary of teachers. This means that fees students pay are as closely related to teachers salaries as is total income from endowment, and more closely related to teachers salaries than either income per student received from endowment or income per student received from all sources except students.

From the data presented in Tables VIII and X, the percentage that students pay of the cost of their education can be computed. Out of the average expenditure of $266 per student from the group of thirty-two institutions, $164 is paid by students and $102 is paid from income derived from other sources. This means that students pay 62 per cent of the cost of their education. The range in the per cents of educational expenditures paid from students fees is from 94 for institution number 29 to only 26 for institution number 3.

Based upon data presented earlier in this report, the eleven questions asked are answered specifically as follows:

1. The cost per student is considerably higher in small colleges than in large institutions. For colleges with enrollments below 350, the cost per student is almost 50 per cent greater than that for colleges with enrollments in excess of 1,000 students.

2. The correlation between college enrollment and average salary of teachers is negligible.

3. The correlation between college enrollment and per cent that expenditure for instructional salaries is of current educational expense is positive but low.

4. There is no marked relationship between total endowment income and current expenditure per student. Some institutions with relatively large endowment incomes have low current expenditures per studnt, while others with small endowment incomes have high current expenditures per student.

5. There is no marked relationship between income per student received from all sources except student tuitions and fees, and current expenditure per student when the effect of the size of institutions is taken into account.

6. There is no marked relationship between income per student received from student tuitions and fees, and current expenditures per student, when consideration is given to the size of institutions.

7. There is some positive relationship between total endowment income and faculty salaries.

8. The correlation between faculty salaries and income per student received from all sources except student tuitions and fees is positive but low.

9. The correlation between faculty salaries and income per student received from student tuitions and fees is positive but low.

10. The present financial requirements do not guarantee an expenditure per student for current educational purposes adequate for an effective educational program. The average expenditure per student for strictly educational purposes in the thirty-two institutions is $266. Yet one of the institutions has an expenditure per student below $150, five institutions have expenditures per student below $200, and eleven institutions have expenditures per student below $250. The speaker is of the opinion that thoroughly effective instruc-

tion cannot be maintained in an institution of any size at an expenditure per student below $250 for strictly educational purposes.

11. In a number of institutions the present financial requirements do not result in a satisfactory salary scale for teachers. Three of the thirty-two accredited institutions have average annual salaries for full-time faculty members below $2,000, six of the institutions have average annual salaries below $2,100, and eight of the institutions, constituting one-fourth of the total number, have average annual salaries below $2,200. It appears doubtful if an efficient teaching staff can be maintained at an average salary below $2,200.

In view of the answers presented above to the specific questions asked, the question arises, "What changes should be made in the financial requirements to guarantee that accredited colleges will be effective colleges?" Certainly, the relationships between endowment income, or income from sources other than students, and factors such as cost per student and average salary of teachers, do not warrant further increases in requirements with respect to income from sources other than tuition. Possibly additional standards relating to cost per student and average salaries of teachers should be adopted. Certainly, in the administration of standards relating to faculty salaries, some consideration must be given not only to salaries of professors and department heads, but also to the average salary of all teachers who give full time to the work of the institution.

# PART VI.

## APPENDIX

## A. CONSTITUTION AND BY-LAWS

## CONSTITUTION

### ARTICLE I

#### Name and Object

Section 1. Name—The association shall be called the Association of Colleges and Secondary Schools of the Southern States.

Section 2. Object—The object of this association shall be to establish helpful relations between the secondary schools and the institutions of higher education within the territory of the association, and to consider all subjects that tend to the promotion of interests common to colleges and secondary schools.

### ARTICLE II

#### Membership and Voting

Section 1. The members of the association shall consist of four classes: First, colleges and universities; second, junior colleges; third, schools; fourth, individuals.

Section 2. Election to membership shall be only at regular meetings and on recommendation of the executive committee, which committee shall judge of the eligibility of an institution and of individuals in matters not explicitly covered by the constitution and by-laws. The character and tone of an institution are factors of consequence in determining eligibility.

Section 3. In transacting the ordinary business of the association, all delegates present shall be entitled to vote; but amendments to the constitution and by-laws shall be made only by the first three classes of members, each institution having one vote.

### ARTICLE III

#### Officers

The officers of the association shall be a president, two vice-presidents, and a secretary and treasurer, together with an executive committee consisting of the president (who shall be chairman ex-officio), the secretary and treasurer, and five other members. These officers shall be chosen at annual meeting by ballot and shall hold office for one year or until their successors shall have been elected. A plurality vote shall be sufficient for election. But there shall not be more than two changes in the executive committee in one year except by death or resignation, in which case the executive committee shall have authority to fill such vacancies.

### ARTICLE IV

#### Duties of Officers

The duties of the officers shall be such as usually pertain to the several offices. The president shall preside at the meetings of the association and act as chairman of the executive committee. The secretary and treasurer shall publish the proceedings and keep in bank the funds of the association, paying out the same under such rules as may be provided in the by-laws or otherwise by the association. The executive committee shall prepare business for the association, fix the time and place of annual meetings, the amount of annual dues subject to the approval of the association, call special meetings, make necessary appropriations not otherwise provided for, and in general act for the association while it is not in session; but the acts of this committee shall always be subject to the revision of the association.

## ARTICLE V

### MEETINGS

There shall be a regular annual meeting held as may be determined by the executive committee. A representation of twenty-five of the institutions belonging to the association shall constitute a quorum for all purposes.

## ARTICLE VI

### EXPENSES

To meet the expenses of the association an annual fee shall be paid by each member, the amount to be fixed by the association on recommendation of the executive committee. Failure to pay dues for two years in succession forfeits membership.

## ARTICLE VII

### POWERS OF THE ASSOCIATION

Decision by the association of questions not pertaining to its organization shall always be considered advisory and not mandatory.

## ARTICLE VIII

### AMENDMENT

The constitution and by-laws of the association may be altered and amended at any regular meeting at which twenty-five of the institutions belonging to the association are represented. Notice of a proposed amendment must be made at the regular meeting before action is taken.

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## BY-LAWS

1. The association shall maintain a standing committee known as the commission on secondary schools. This commission shall prepare, subject to the approval of the association, a statement of the standards to be met by secondary schools which are members or desire to become members of this association, or desire to be accredited by the association; shall prepare all needed blanks or certificates; shall describe and define unit courses of study in the various school programs subject to the approval of the association; shall make such inspection of schools as it deems necessary; and shall submit to the association for approval and publication lists of the secondary schools within the territory of the association which conform to the standards prescribed.

The commission on secondary schools shall consist of the high school inspector in such states as provide one and in addition four members elected from each state within the territory of the association. One of these members shall be from the state university, the professor of secondary education, whenever practicable; another member shall be representative of some other college belonging to the association; the third member shall be connected with some secondary school accredited by the association; and the fourth member shall be connected with some private secondary school accredited by the association. These four members shall be elected by the association on nomination of the executive committee. The term of all members shall be for four years or until their successors are appointed. The election shall be so ordered that one-fourth of the members shall be appointed each year.

2, There shall be a standing committee known as the commission on institutions of higher education. It shall be the duty of this commission to prepare, subject to the approval of the association, a statement of the standards to be met by the institutions of higher education which are members or which desire to become members of this association or desire to be accredited by the association; to make such inspections and investigations as it deems necessary; and

to submit to the association for approval and publication lists of institutions which conform to the standards prescribed.

This commission shall consist of thirty-nine persons representing institutions connected with this association. Twenty-four of these persons shall represent higher institutions, at least one being from each state represented in this association. Fifteen members of the commission shall be from secondary schools, at least one being from each state represented within the territory of this association. No institution shall have more than one member on this commission. All members shall be elected by the association on nomination of the executive committee. The term of all members shall be for three years or until their successors are appointed. The elections shall be so ordered that one-third of the members shall be appointed each year.

3. The executive committee of the association shall hear and determine the appeals, if any, against the findings of the commissions. It shall nominate the members of the various commissions as heretofore provided. It shall pass on all applications of individuals or institutions seeking membership in the association, requiring for all institutions the recommendation of one of the commissions. It shall report the failure of any member to conform to the standards set by the association, and by vote of the association the offending institution shall be dropped from the list of members.

4. The commissions on institutions of higher education and on secondary schools shall have the authority to collect a fee for the inspection and registration of institutions. This fee shall be covered by the membership dues of all institutions that are members of the association. All money collected by these commission for registration or inspection shall be paid over to the treasurer of the association. The expenses of the various commissions shall be provided for by appropriations annually made by the association or executive committee on recommendations of the commissions.

5. The commission herein provided for shall elect their own officers, appoint all necessary sub-committees, regulate their own time and place of meeting, and arrange all other details for the performance of their official duties.

6. The executive committee shall meet in advance of the regular annual meeting of the association, and may be called to meet at any other times by the joint action of the president and secretary.

7. All bills of the association shall be paid by the treasurer, if possible by check. Each bill must be approved by the party responsible for it, and no expenditures shall be made except as may be ordered by the association or by the executive committee.

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## B. STANDARDS OF THE ASSOCIATION

### *a. Colleges of Arts and Sciences*

Standard Number 1. Entrance Requirements. The requirement for admission shall be the satisfactory completion of a four-year course of not less than fifteen units in a secondary school approved by a recognized accrediting agency, or in a secondary school that is a member of this Association, or the equivalent of such a course as shown by examination. The major portion of the secondary school course accepted for admission should be definitely correlated with the curriculum to which the student is admitted. Any college of this Association may be called upon at any time for a record of all the students entering the freshman class, such record to contain the name of each student, his secondary school, method of admission, units offered in each subject, and total units accepted.

Standard Number 2. Requirements for Graduation. The college should demand for graduation the completion of a minimum quantitative requirement of

one hundred and twenty semester hours of credit (or the equivalent in term hours, quarter hours, points, majors or courses), with further scholastic qualitative requirements adapted by each institution to its conditions.

Standard Number 3. Number of Degrees. The conferring of a multiplicity of degrees is discouraged. Small institutions should confine themselves to one or two. When more than one baccalaureate degree is offered, all should be equal in requirements for admission and for graduation. Institutions of limited resources and inadequate facilities for graduate work should confine themselves to strictly undergraduate courses.

Standard Number 4. Number of College Departments. A college of arts and sciences of approximately one hundred students should maintain at least eight separate departments, with at least one professor devoting his whole time to each department. The size of the faculty should bear a definite relation to the type of institution, the number of students, and the number of courses offered. With the growth of the student body the number of full-time teachers should be correspondingly increased. The development of varied curricula should involve the addition of other heads of departments.

Standard Number 5. Training of Faculty. The training of the members of the faculty of professorial rank should include at least two years of study in their respective fields of teaching in a fully organized and recognized graduate school. The training of the head of a department should be equivalent to that required for the doctor's degree or should represent a corresponding professional or technical training. A college will be judged in large part by the ratio which the number of persons of professorial rank with sound training, scholarly achievement and successful experience as teachers bears to the total number of the teaching staff. Honorary degrees are not recognized as a qualification for teachers.

Standard Number 6. Salaries. The average salary paid members of the faculties is an important consideration in determining the standing of an institution. It is recommended that the salary of full professors be not less than $3,000 for nine months. The local cost of living and other factors should be taken into consideration.

Standard Number 7. Number of Class-Room Hours for Teachers. Teaching schedules exceeding sixteen hours per week per instructor shall be interpreted as endangering educational efficiency. In general, two laboratory hours will be counted as equivalent to one recitation hour.

Standard Number 8. Number of Students in Classes. Classes (exclusive of lectures) of more than thirty students shall be interpreted as endangering educational efficiency.

Standard Number 9. Support. The college should have an annual income of not less than $50,000 and if not tax supported, an endowment of not less than $500,000. The financial status of the college should be, however, judged in relation to its educational program.

Standard Number 10. Library. The college should have a live, well distributed, professionally administered library of at least 8,000 volumes, exclusive of public documents, bearing specifically upon the subjects taught and with a definite annual appropriation for the purchase of new books in keeping with the curriculum.

Standard Number 11. Laboratories. The laboratory equipment shall be adequate for all the experiments called for by the courses offered in the sciences, and these facilities shall be kept up by means of an annual appropriation in keeping with the curriculum.

Standard Number 12. Separation of College and Preparatory School. The college may not maintain a prepartory school as a part of its college organization. In case such a school is maintained under the college charter it must be

kept rigidly distinct and separate from the college in students, faculty, buildings, and discipline.

Standard Number 13. Proportion of Regular College Students to the Whole Student Body. At least seventy-five per cent of the students in a college should be pursuing courses leading to baccalaureate degrees in arts and science. Soldier rehabilitation students should not be considered in the twenty-five per cent of irregular and special students at present.

Standard Number 14. General Statement Concerning Material Equipment. The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both students and teachers.

Standard Number 15. General Statement Concerning Curriculum and Spirit of Administration. The character of the curriculum, efficiency of instruction, the scienctific spirit, the soundness of scholarship, the standard for regular degrees, the conservatism in granting honorary degrees, the character of its publicity, and the tone of the institution shall also be factors in determining its standing. The curriculum should provide both for breadth of study and for concentration. It should have justifiable relation to the resources of the institution.

Standard Number 16. Extra Curricular Activities. The proper administration of athletics, amusements, fraternities, and all other extra curricular activities is one of the fundamental tests of a standard college.

*Athletics.* The college members of the Association will be expected to make regular reports on their supervision of athletics, showing that the latter are on a clean and healthy basis, that they do not occupy an undue place in the life of the college, and that strict eligibility and scholarship requirements are enforced. Professionalism or commercialism in athletics shall disqualify a college from membership in the approved list of the Association, and no college that places its chief emphasis upon intercollegiate athletics to the detriment of its scholarship will be placed on the approved list.

Standard Number 17. Standing in the Educational World. The institution must be able to prepare its students to enter recognized graduate, professional, or research institutions as candidates for advanced degrees. In evidence statistics of the records of the graduates of the college in graduate or professional schools shall be filed with the Commission on Institutions of Higher Education on demand.

Standard Number 18. Professional and Technical Departments. When the institution has in addition to the college of arts and science professional or technical departments, the college of arts and science shall not be accepted for the approved list of the Association unless the professional or technical departments are of approved grade, national standards being used when available.

Standard Number 19. Inspection. No college will be recommended for membership until it has been inspected and reported upon by an agent or agents regularly appointed by the Commission. Any college of the Association shall be open to inspection at any time.

Standard Number 20. Filing of Blank. No institution shall be placed or retained on the approved list unless a regular information blank has been filed with the Commission. The list shall be approved from year to year by the Commission. The blank shall be filed triennially, but the Commission may for due cause call upon any member to file a new report in the meantime. Failure to file the blank shall be cause for dropping an institution.

### *b. Teacher Training Colleges*

*Definition.* The Standard Teachers College is an institution with two year, three year, and four year curricula designed to afford such general and pro-

fessional education as will best fit students for teaching in elementary and secondary schools.

Standard No. 1. Entrance Requirements. The requirement for admission shall be the satisfactory completion of a four-year course of not less than fifteen units in a secondary school approved by a recognized accrediting agency, or in a secondary school that is a member of this Association, or the equivalent of such course as shown by examination. The major portion of the secondary school course accepted for admission should be definitely correlated with the curriculum to which the student is admitted. Any college of this Association may be called upon at any time for a record of all the students entering the freshman class, such record to contain the name of each student, his secondary school, method of admission, units offered in each subject, and total units accepted.

Standard No. 2. Requirements for Graduation. (a) The college should require for the general arts and science degrees and for the bachelor's degree in education the completion of a minimum quantitative requirement of one hundred and twenty semester hours of credit (or the equivalent in term hours, quarter hours, points, majors or courses), with further qualitative requirements adapted by each institution to its conditions.

(b) Not more than one-fourth of the credits required for graduation should represent professional subjects.

(c) All subjects offered for degrees in four year courses for general or professional degrees shall be of collegiate grade.

Standard No. 3. Number of Degrees. The conferring of a multiplicity of degrees is discouraged. Small institutions should confine themselves to one or two. When more than one baccalaureate degree is offered, all should be equal in requirement for admission and for graduation. Institutions of limited resources and inadequate facilities for graduate work should confine themselves to strictly undergraduate courses.

Standard No. 4. Number of College Departments. A college of two hundred students or less should maintain at least eight separate departments with at least one professor devoting his whole time to this department. The size of the faculty should bear a definite relation to the type of the institution, the number of students, and the number of courses offered. With the growth of the student body, the number of full time teachers should be correspondingly increased. The development of varied curricula should involve the addition of other heads of departments.

Standard No. 5. Training of Faculty. The training of the members of the faculty of professorial rank should include at least two years of study in their respective fields of teaching in a fully organized and recognized graduate school. The training of the head of a department should be equivalent to that required for the doctor's degree or should represent a corresponding professional or technical training. A college will be judged in large part by the ratio which the number of persons of professional rank with sound training, scholarly achievement and successful experience as teachers bears to the total number of the teaching staff. Honorary degrees are not recognized as a qualification for teachers.

Standard No. 6. Salaries. The average salary paid members of the faculties is an important consideration in determining the standing of an institution. It is recommended that the salary of full professors be not less than $3,000. The local cost of living and other factors should be taken into consideration.

Standard No. 7. Number of Class-Room Hours for Teachers. Teaching schedules exceeding sixteen hours per week per instructor shall be interpreted as endangering educational efficiency. In general, two laboratory hours will be counted as equivalent to one recitation hour.

Standard Number 8. Number of Students in Classes. Classes (exclusive of lectures) of more than thirty students shall be interpreted as endangering educational efficiency.

Standard No. 9. Support. The college should have an annual income of not less than $50,000 and if not tax supported, an endowment of not less than $500,000. The financial status of the college should be, however, judged in relation to its educational program.

Standard Number 10. Library. The college should have a live, well distributed, professionally administered library of at least 8,000 volumes, exclusive of public documents, bearing specifically upon the subjects taught and with a definite annual appropriation for the purchase of new books in keeping with the curriculum.

Standard Number 11. Laboratories. The laboratory equipment shall be adequate for all the experiments called for by the courses offered in the sciences, and these facilities shall be kept up by means of an annual appropriation in keeping with the curriculum.

Standard Number 12. Practice Teaching and Observation. The college shall provide adequate facilities for practice teaching and observation.

Standard Number 13. Proportion of Regular College Students to the Whole Student Body. To be approved a college must have a total registration of at least one hundred students from September to June whose preliminary preparation is the equivalent of at least graduation from a four year accredited high school.

Standard Number 14. General Statement Concerning Material Equipment. The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both students and teachers.

Standard Number 15. General Statement Concerning Curriculum and Spirit of Administration. The character of the curriculum, efficiency of instruction, the scientific spirit, the soundness of scholarship, the standard for regular degrees, the conservatism in granting honorary degrees, the character of its publicity, and the tone of the institution shall also be factors in determining its standing. The curriculum should provide both for breadth of study and for concentration. It should have justifiable relation to the resources of the institution.

Standard Number 16. Extra Curricular Activities. The proper administration of athletics, amusements, fraternities, and other extra curricular activities is one of the fundamental tests of a standard college.

*Athletics.* The college members of the Association will be expected to make regular reports on their supervision of athletics, showing that the latter are on a clean and healthy basis, that they do not occupy an undue place in the life of the college, and that strict eligibility and scholarship requirements are enforced. Professionalism or commercialism in athletics shall disqualify a college from membership in the approved list of the Association, and no college that places its chief emphasis upon intercollegiate athletics to the detriment of its scholarship will be placed on the approved list.

Standard Number 17. Standing in the Educational World. The institution must be able to prepare its students to enter recognized graduate, professional, or research institutions as candidates for advanced degrees. In evidence, statistics of the records of the graduates of the college in graduate or professional schools shall be filed with the Commission on Institutions of Higher Education on demand.

Standard Number 18. Inspection. No college will be recommended for membership until it has been inspected and reported upon by an agent or

agents regularly appointed by the Commission. Any collgee of the Association shall be open to inspection at any time.

Standard Number 19. Filing of Blank. No institution shall be placed or retained on the approved list unless a regular information blank has been filed with the Commission. This list shall be approved from year to year by the Commission. The blank shall be filed triennially but the Commission may for due cause call upon any member to file a new report in the meantime. Failure to file the blank shall be cause for dropping an institution.

### *c. Junior Colleges*

Standard Number 1. Entrance Requirements. The requirement for admission shall be the satisfactory completion of a four year course of not less than fifteen units in a secondary school that is approved by this Association, or by another recognized accrediting agency, or equivalent of such a course as shown by examination. Any junior college in this Association may be called upon at any time for such a record of all the students entering the freshman class, such record to contain the name of each student, his secondary school, method of admission, units offered in each subject, and total units accepted.

Standard Number 2. Requirements for Graduation. The minimum requirement for graduation shall be sixty semester hours of credit.

Standard Number 3. Degrees. Junior colleges shall not grant degrees.

Standard Number 4. Number of Students and of College Departments. The number of regular college students shall be not less than sixty and the number of separate departments not less than five (English, History, Foreign Language, Mathematics, Science). The number of teachers shall be not less than five employed specifically for college instruction, giving the major part of their time to college instruction.

Standard Number 5. Salaries and Training of the Faculty. Salaries shall be such as to insure employment and retention of well-trained and experienced teachers. The minimum scholastic requirements of teachers in the junior college shall be graduation from a standard college and in addition, graduate work amounting to one year at least in a Graduate school of recognized standing. The courses taught by any teacher should be in the field of specialization represented by his graduate work.

Standard Number 6. Number of Class-Room Hours for Teachers. The average number of credit hours per week for each instructor shall not exceed sixteen hours of college work or eighteen hours if part of the work is done in High School.

Standard Number 7. Number of Students in Classes. The number of students in a class shall not exceed thirty (except for lectures). It is recommended that the number of students in a class in a foreign language shall not exceed twenty-five. The number of students in a laboratory section shall not exceed the number for which desk space and equipment have been provided.

Standard Number 8. Support. The minimum annual operating income for the two years of junior college work should be $20,000, of which not less than $10 000 should be derived from stable sources other than students, such as public support or permanent endowment. Increase in faculty, student body, and scope of instruction should be accompanied by increase of income, from such stable sources. The financial status of each junior college should be judged in relation to its educational program.

Standard Number 9. Library. The junior college shall have a modern, well-distributed, catalogued, and efficiently administered library of at least 2,500 volumes, exclusive of public documents, selected with special reference to college work, and with a definite annual appropriation for the purchase of books and periodicals. It is urged that such an appropriation be at least $500.00.

Standard Number 10. Laboratories. The laboratories shall be adequately equipped for individual instruction in courses offered and an annual income for their up-keep provided. It is recommended that a school with a limited income be equipped for good work in one or two sciences and not attempt work in others.

Standard Number 11. Separation of College and Preparatory Classes. Where a junior college and high school are maintained together, the high school shall have been accredited by this Association. The students shall be taught in separate classes, no high school student being admitted to any college courses.

Standard Number 12. Proportion of Regular College Students to the Whole Student Body. At least 75 per cent of the students in a junior college shall be pursuing curricula leading to graduation.

Standard Number 13. General Statement Concerning Material Equipment. The location and construction of the buildings, the lighting, heating and ventilation of the rooms, the nature of the laboratories, corridors, closets, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both students and teachers.

Standard Number 14. General Statement Concerning Curriculum and Spirit of Administration. The character of the curriculum, efficiency of instruction, and spirit of the institution shall be factors in determining its standing.

Standard Number 15. Extra-Curricular Activities. Athletics, amusements, fraternities, and other extra-curricular activities shall be properly administered and shall not occupy an undue place in the life of the college.

Standard Number 16. Inspection. No college will be recommended for membership until it has been inspected and reported upon by an agent or agents regularly appointed by the Commission. Any college of the Association shall be open to inspection at any time.

Standard Number 17. Filing of Blank. No institution shall be placed or retained on the approved list unless a regular information blank has been filed with the Commission. The list shall be approved from year to year by the Commission. The blank shall be filed triennially, but the Commission may for due cause call upon any member to file a new report in the meantime. Failure to file the blank shall be cause for dropping an institution.

### *d. Secondary Schools*

#### ARTICLE 1.

There shall be a commission which shall consist of the High School Inspector in such states as provide one, and in addition, four members selected from each state within the territory of the Associaiton. One of these members shall be elected from the state university, the Professor of Secondary Education wherever practicable; another member shall be a representative of some other college belonging to the Association; the third member shall be connected with some secondary school accredited by the Association, and the fourth member shall be connected with some private secondary school accredited by the Association. These four members shall be elected by the Association on nomination of the Executive Committee. The term of all members shall be for four years, or until their successors are appointed. The elections shall be so ordered that one of the membership shall be appointed each year.

#### ARTICLE 2.

It shall be the duty of the Commission to agree upon a uniform blank for reports of high school principals, relative to organization, teaching force, attendance, library, laboratory, and other equipment.

ARTICLE 3.

This Commission shall also prepare a uniform certificate blank for admission to college, which may be used by all members of the Association.

ARTICLE 4.

The Commission shall describe and define units courses of study in the various secondary school programs, based on the recommendation of the Carnegie Foundation and the rules of the Association as herein prescribed. The minimum standard for accrediting shall be:

(a) No school shall be accredited which does not require for graduation the completion of a four-year high school course of study embracing sixteen units as defined by this Association. A unit represents a year's study in any subject in a secondary school constituting approximately a quarter of a full year's work. More than twenty periods per week should be discouraged.

(b) The minimum scholastic attainment required of the faculty of any accredited secondary school on the Southern List is, that not less than 75 per cent of the total number of teachers of academic subjects, including the principal, teachers of Agriculture and Home Economics, should hold bachelor's degrees from a college apprvoed by the Association. Beginning with the school year 1927-28, all beginning teachers and principals shall have had not less than twelve (12) semester hours work in education.

(c) The maximum teaching load of any teacher shall be 750 pupil-periods per week with not more than six daily recitatinos. The Commission will scrutinize with extreme care any school in which instructors teach as many as six daily periods. In interpreting this standard a double period in laboratory, shop, or two periods of study-room supervision shall be counted as the equivalent of one recitation period.

(d) The laboratory and library facilities shall be adequate for the needs of instruction in the courses taught. The library should have 500 volumes exclusive of duplicates and government publications.

(e) The location and construction of the buildings, the lighting, heating and ventilation of the rooms, the nature of the lavatories, corridors, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic condition for both pupils and teachers.

(f) The efficiency of instruction, the acquired habits of thought and speech, the general intellectual and moral tone of a school are paramount factors; and therefore, only schools which rank well in these particulars, as evidenced by rigid, thorough-going, systematic inspection, shall be considered eligible for the list.

(g) The Commission will decline to consider any school whose teaching force consists of fewer than four teachers giving their full time to high school instruction. When local conditions warrant the introduction of vocational subjects, such as agriculture, manual training, household arts, and commercial subjects, the Commission will hold that a sufficient number of teachers must be employed and proper equipment added to provide adequately for such instruction.

(h) No school shall be considered unless the regular annual blank furnished for the purpose shall have been filled out and placed on file with the inspector. In case of schools having twelve or more teachers, a complete report on teachers once in three years will be sufficient, but full data relative to changes must be presented annually.

(i) All schools whose record shows an excessive number of pupils per teacher, as based on the average number belonging, even though they may technically meet all other requirements, will be rejected. The Association recognizes thirty as a maximum.

(j) The time for which schools are accredited shall be limited to one year, dating from the time of the adoption of the list by the Association. In every case the character of the work done by a school must be the determining factor in accrediting. By personal visits of the inspectors, by detailed reports from the principal, and by the records made by the students in colleges, the character of a school's work shall be, from time to time, determined. A school shall be removed from the accredited list for failure to maintain the above standards.

(k) The Commission recommends $1,000 as the minimum salary for teachers.

ARTICLE 5.

Each State Committee shall prepare a list of accredited schools of its state according to the prescribed regulations and furnish the same to the commission at its appointed annual meeting.

ARTICLE 6.

From the lists thus submitted the Commission shall, at its annual meeting, select the schools which shall constitute the Southern List of Accredited Schools. Copies of this list when made up shall be furnished to the members of the Association before May 1 of each year.

ARTICLE 7.

Colleges belonging to the Association shall report to the professor of secondary education or high school inspector by February 15th of each year any causes of lack of preparation of, or other information relating to, students coming from schools in his state, on blanks prepared by the Commission. These reports, after having been reviewed by the represetatives of the Commission in the state, shall be forwarded by the above officer in tabulated form to the schools interested and also laid before the Commission.

ARTICLE 8.

The Deans' Report shall be taken into consideration in warning schools.

ARTICLE 9.

All secondary schools that are members of the Association shall pay annual dues of ten dollars; all others shall pay two dollars per year accreditation fees.

ARTICLE 10.

Schools on the Southern List must be in the highest class of schools as officially listed by the proper authorities of the state.

*e. Questionnaire on Athletics*

*For Institutions of Higher Learning*

Name of Institution .....

Location .....

Name of President .....

Name of responsible athletic officer .....

Of what athletic associations is your institution a member? .....

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ATHLETIC CONTROL

*Give the following data covering the organization of your Board of Control of Athletics:*

1. Number of Members .....
2. Number of Faculty Members ..... By whom elected .....

3. Number of Alumni Members.....By whom elected.....
4. Number of members from Board of Trustees or Administrators.....
5. Number of student members.....How selected.....
6. Must faculty members be of the rank of professor?.....
7. How is the Chairman of this Board chosen?.....
8. Have you a separate faculty committee which passes upon eligibity?.....
9. If so, state the organization of this committee.....
10. Is a final decision in matters of Athletic Administration reserved to the faculty, and, if so, how?.....
11. Who passes upon the eligibility of candidates for teams, and what is the procedure in determining such eligibility?.....
12. Please submit copies of forms used in determining eligibility.....
13. Have you a regular full-time director of athletics? If so, state his name? .....
14. Does he rank as a professor?.....
15. Does he attend faculty meetings, vote and serve on faculty committees?.....
16. What subjects, if any, does he teach?.....
17. Are these subjects given credit toward graduation?.....
18. What part, if any, does he take in coaching the team?.....
19. Do you have a department of Physical Education?.....
20. If so, does service on an athletic team count for credit toward graduation in its courses?.....

## FINANCIAL

1. What is the annual appropriation for Athletics in the budget of your institution, independent of gate receipts.....

| | *Receipts* | *Expenditures* |
|---|---|---|
| Football - - - - - - - | ..... | ..... |
| Baseball - - - - - - - | ..... | ..... |
| Basketball - - - - - - | ..... | ..... |
| Track - - - - - - - - | ..... | ..... |

3. Do you have any system of auditing the accounts of your athletic managers? .....
4. Does your institution have a graduate manager, or is the financial management of the team entirely in the hands of the students?.....
5. Do you have a graduate treasurer of Athletics, or a student treasurer.....
6. If your managers use printed contract forms for games please submit copies of typical contracts.

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## COACHING SYSTEM

1. State the name of the head coach and his salary for each of the following sports for the session of 1926-27.
   Football .....Salary.....
   Baseball .....Salary.....
   Basketball .....Salary.....
   Track .....Salary.....
2. Which of these, if any, were members of the faculty?.....
3. Which of these were employed for the whole session?.....
4. Which of these were employed for the season only?.....
5. State names of assistant coaches with salaries for each for 1926-27:.....
6. Were salaries of coaches paid in full by the institution?.....
7. If not, what part did the institution pay?.....
8. From what other sources was the difference received?.....

9. Were any parts of these salaries contingent upon the financial success of the season?
10. Were any parts of these salaries contingent upon the winning of certain games?
11. Were there any additional perquisites attached to the above positions, as from the sale of athletic equipment, etc.?
12. Who appointed these coaches?

## ENTRANCE REQUIREMENTS

1. What are your entrance requirements in terms of units?
2. What units are specified? (Please answer with reference to all departments)
3. What conditions are allowed?
4. From what list of schools are certificates accepted?
5. Do you require in addition to the certificate a personal recommendation from the principal?

## COLLEGE STANDING

1. Are students with entrance conditions permitted to play on varsity or freshman teams?
2. Are special students, admitted on account of age without full requirements, permitted to play on varsity or freshman teams?
3. Name the special students of this type who were members of varsity or freshman teams in 1926-27
4. What members of the varsity teams during 1925-26 withdrew from college before Commencement or otherwise failed to complete the session?
5. Is any indulgence shown to athletics in amount or quality of work required?
6. At what intervals is the scholastic standing of athletics checked up?
7. How do varsity team men in your institution compare in scholarship with the other students?

## ELIGIBILITY

1. Are first year students permitted to play on varsity teams?
2. How soon after the opening of the session must a candidate for a varsity team have matriculated?
3. In order to be eligible for a varsity team must a student be regularly enrolled as a candidate for a degree?
4. What is the minimum requirement in hours for candidates for varsity teams?
5. What are your requirements as to scholarship record of varsity players for a preceding term?
6. What are they for the preceding year?
7. Do you require each candidate to sign a pledge as to his status as an amateur and to the effect that he is receiving no financial inducements to attend your institution?
8. If so, state the form of the pledge?
9. Do you permit a student to play on any of your varsity teams who played the preceding session on any varsity team in another institution?
10. If so, please give names of such players for the session of 1926-27
11. Have you any scholarships which are reserved for students of special athletic ability?
12. If so, please name the holders of such for 1926-27
13. Give the names of members, if any, of your teams who receive compen-

sation for services from the institution from any other source_____

14. If any such case, state in detail the character of the service rendered and the amount of compensation_____
15. What is your attitude toward "scouting" on the part of your coaches or alumni for athletic material?_____

## ABSENCES

1. What is the maximum number of days per session a student may be absent to participate in intercollegiate contests?_____
2. How many days in all of college work were omitted by each of your teams during the session of 1926-27_____
3. What is your policy with regard to restricting games to the home grounds of the contestants?_____

## BETTING

1. Is there any systematic attempt made in your institution to prevent betting on athletic contests?_____

## SUMMER BASEBALL

1. What is the policy of your institution with regard to athletes playing summer baseball for money?_____
2. Would you be in favor of a general rule prohibiting the playing of summer baseball for money?_____

## GENERAL

1. What efforts do you make in the direction of encouraging intramural sports? _____
2. Do you consider it wise for institutions in this territory to engage in inter-sectional athletic contests?_____
3. Have you any positive opinion as to the actual advertising value of inter-collegiate athletics to your institution? If so, kindly state it_____
4. Do you believe that the attendance at your institution has been affected by success or failure in athletics? Please explain your answer_____
5. Do you consider that inter-collegiate athletics has a positive educational value? If so, in what respects?_____
6. All things considered, do you believe that the morale of your football and other athletic teams, and their influence on your student body are in keeping with the ideals and best traditions of your institutions?_____
7. Do you regard any of the present tendencies in college athletics as dangerous to educational ideals? Please explain_____
8. As a result of your experience what do you consider the chief abuses of present day college and school athletics and what sugggestions can you offer as to their correction or elimination?_____

To the best of our knowledge and information the answers and statements herein represent accurately the conditions in athletics at this institution.

_____

*Faculty Chairman of Athletics.*

_____

*President.*

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